



# St. Andrews

Presbyterian College ■ Laurinburg, N. C.

*Carl Bennett  
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1974 - 1975 Catalog



### **Special Note**

*The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed essential. College catalogs and bulletins are prepared to furnish prospective students and other interested persons with information about the institution. Announcements contained in such printed material are subject to change and may not be regarded as legally binding obligations.*

*When any student does not show convincing evidence of being in sympathy with the purposes, policies, and procedures of the institution, the College reserves the right to ask the student to withdraw for the welfare of the institution.*

# St. Andrews

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In his inaugural address at the University of St. Andrews, John Stuart Mill said, "Men are men before they are lawyers or physicians, or merchants, or manufacturers, and if you will make them capable and sensible men they will make themselves capable and sensible lawyers or politicians . . ." St. Andrews Presbyterian College thus places its primary emphasis upon being a small liberal arts college of quality. St. Andrews has done this in the conviction that by so being it might best help its graduates become "capable and sensible" men and women — help them make a life for themselves and their fellow men that is worth living. St. Andrews has redesigned the traditional liberal arts curriculum seeking a balance between depth and breadth of learning. We seek to be a community of learning — of self, of society, of the world, of God. We seek students and teachers pursuing these goals to join in our bold and ongoing experiment in Christian higher education.

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*Donald J. Hart, President*



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# College Aim

St. Andrews is avowedly Christian in the philosophy to which it is committed. The College was established by the Synod of North Carolina of the Presbyterian Church in the United States. Its trustees are elected by this Synod.

The program of the College is designed to develop in the students who attend St. Andrews such characteristics and attitudes as the following:

- (1) A disciplined, informed, and inquiring mind marked by the ability to think clearly and to express ideas effectively.
- (2) A breadth of intellectual sympathy that will include awareness of the major cultural achievements of Western civilization and of the emerging non-Western cultures.
- (3) A growing and informed Christian faith that finds expression in dedication to promulgation and practice of Christian ideals in all areas of life.
- (4) An intelligent concern for the realization of Christian and democratic values not only in personal relations but also in national and international affairs.
- (5) A desire for continued intellectual, moral, and spiritual growth.
- (6) Physical and emotional health and vitality.

# Accreditation

St. Andrews is accredited by the Southern Association of Colleges and Schools. The College is an institutional member of the National Association of Schools of Music and the American Association of Colleges for Teacher Education. It also holds membership in the Association of American Colleges, the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, and the Piedmont University Center. The St. Andrews Athletic Program is approved by the National Collegiate Athletic Association and the College has full membership in the NCAA. The College's women graduates qualify for membership in the American Association of University Women.

# College Calendar

1974      1975

St. Andrews follows an academic calendar and program popularly known as the 4-1-4 program. This calendar divides the academic year into three-terms—two four-month terms separated by a one-month term. Classes meet more frequently and students take fewer courses—four courses in the fall and spring terms and one course in the winter term. The fall term begins early in September and ends with the Christmas vacation, the winter term extends throughout January, and the spring term begins in February and ends in late May or early June.

The winter term stresses independent study, seminar work, and off-campus activities. Both students and faculty concentrate their interests and attention upon one subject in this term and have an opportunity for many educational activities not possible in the more conventional academic program. There is a wide range of cooperation with other colleges having the 4-1-4 program.

## FALL TERM

September 1-3	Sunday-Tuesday	New student orientation
September 4	Wednesday	New student registration
September 5	Thursday	Classes begin (8:30 a.m.)
September 12	Thursday	Last day to add a course for the fall term (5:00 p.m.)
September 19	Thursday	Last day to drop a course without a grade (5:00 p.m.)
October 1	Tuesday	Registration for off-campus winter term courses
October 3	Thursday	Spring term and summer term grades of "I" and "E" become "F" if not removed (5:00 p.m.)
October 11	Friday	Fall recess begins (5:20 p.m.)*
October 16	Wednesday	Fall recess ends (8:30 a.m.)
October 25	Friday	Mid-term grades due (5:00 p.m.)
October 31	Thursday	Advanced registration for on-campus winter term courses and spring term courses (no classes)
November 13	Wednesday	Last day to drop a course with a "WP" (5:00 p.m.)

November 26	Tuesday	Thanksgiving recess begins (5:20 p.m.)*
December 2	Monday	Thanksgiving recess ends (8:30 a.m.)
December 13-14,	Friday-Saturday,	Fall term final examinations
16-18	Monday-Wednesday	
December 18	Wednesday	Fall term ends (5:00 p.m.)
December 19	Thursday	Residence halls close (12:00m); fall term grades due (12:00 m.)*

### **WINTER TERM**

January 6	Monday	Winter term begins (8:30 a.m.)
January 7	Tuesday	Last day to add a course for the winter term (5:00 p.m.)
January 31	Friday	Winter term ends (5:00 p.m.)*
February 3	Monday	Fall term grades of "I" and "E" become "F" if not removed (5:00 p.m.); winter term grades due (5:00 p.m.)

### **SPRING TERM**

February 3	Monday	New student orientation; registration for new and other non-registered students
February 4	Tuesday	Classes begin (8:30 a.m.)
February 11	Tuesday	Last day to add a course or to drop a course without a grade for the spring term (5:00 p.m.)
March 3	Monday	Winter term grades of "I" and "E" become "F" if not removed (5:00 p.m.)
March 25	Tuesday	Mid-term grades due (5:00 p.m.); spring recess begins (5:20 p.m.)
April 2	Wednesday	Spring recess ends (8:30 a.m.)
April 15	Tuesday	Last day to drop a course with a "WP" (5:00 p.m.)
April 23	Wednesday	Advanced registration for the fall term of 1975 (no classes)
May 14	Wednesday	Last class day of the spring term (5:20 p.m.)
May 15-17	Thursday-Saturday	Spring term final examinations
May 19-20	Monday, Tuesday	
May 20	Tuesday	Spring term ends (5:20 p.m.)*

May	21	Wednesday	Senior grades due (12:00 m.)
May	22	Thursday	All spring term grades due (12:00 m.)
May	23	Friday	Commencement; residence halls close (5:00 p.m.)

### **SUMMER TERM**

June	9	Monday	First summer session begins
July	11	Friday	First summer session ends
July	14	Monday	Second summer session begins
August	15	Friday	Second summer session ends

\* The cafeteria will be closed October 12-15 (lunch), November 27-December 1 (lunch), December 19-January 5 (lunch), February 1-3 (lunch), March 26-April 1 (lunch), and May 21 for the end of the academic year except special feeding arranged through noon of May 23 for the graduation party. The snack bar, however will be open October 12-15 and February 1-3.



# The Curriculum and Program

St. Andrews Presbyterian College is a four-year, co-educational, liberal arts college. It was established in 1958 by the Presbyterian Synod of North Carolina as an affirmation of the continuing relevance in higher education of the Christian concern for truth, justice and personal worth. Founded as a response to contemporary problems in society and higher education, the college is committed to the formulation of innovative and contemporary programs which seek to meet the needs of students living in a constantly changing world. Firmly rooted in the liberating challenge of a liberal arts curriculum, the programs are designed to encourage the development in the individual of skills and sensitivities applicable to the world beyond the classroom.

The St. Andrews curriculum is based on the assumption that education is more than an identifiable body of knowledge defined in terms of rigid disciplines of study. Its core is the St. Andrews Studies program which begins with Freshmen Tutorials and ends in the Senior year with an Interdisciplinary Seminar. Even the sciences in the required Freshmen courses are treated not as disciplines but as interrelated studies whose methodologies provide analytical tools for understanding man, his environment and their relationship. While a college catalog should be a listing of the courses of study offered by the college, the curriculum will not permit a complete and precise listing. In addition to the courses which appear in the catalog, many students will be engaged in programs of Guided Independent Study and several faculty will offer, in response to student requests, courses of Special Study.

At the present time, St. Andrews has a limited offering of internships in government and social agencies as an integral part of the credit offerings of certain majors. Planning is now in process to broaden and expand this program to provide more students with opportunities which enrich their learning experience through a confrontation with practical applications of knowledge.

Thematic concentration majors, represented in this catalog by the Environmental Studies Major, are being studied for incorporation in the curriculum. This will provide for the development of interdisciplinary majors constructed on themes rather than disciplines.

The aim of the curriculum and program of St. Andrews Presbyterian College is to remain flexible and responsive to change but in the context of a basic liberal arts structure and philosophy.

## **Location**

St. Andrews lies on the south side of Laurinburg, twice an "All-America" city and the county seat of Scotland County. Its location at the edge of the famous Sandhills country gives students a pleasant setting for study and recreation. Laurinburg's climate is similar to that of nearby winter resorts of Southern Pines and Pinehurst. The area is noted for the beauty of its azaleas, camellias, dogwood, and longleaf pine. Laurinburg is at the junction of U.S. routes 401, 15, 501, and 74. These arteries, plus bus service and proximity to air service, make Laurinburg accessible from all parts of the country. The College is served by the Seaboard Coast Line Railroad via Hamlet and Fayetteville, and by Piedmont Airlines through Fayetteville. Laurinburg-Maxton Airport, a general aviation field with 6,500-foot runways, is within six miles of the campus.

## **Campus**

One of the chief attractions of the College is its new, contemporary style campus situated on 820 acres of rolling land, most of which lies in the city limits. Leading educational consultants were employed to work with expert architects and landscape architects to translate Christian educational philosophy into modern construction. Design of the campus won for its architects a first-place citation in national competition.

Most of the campus buildings are grouped on the northern and southern banks of a 70-acre lake, Lake Moore, honoring the College's first president, Dr. Ansley C. Moore. Major buildings for academic work — the library, teaching auditorium, and the liberal arts, music, and science buildings — are on the southern; facilities for student housing, recreation, and extra-curricular activities are located on the northern side. A causewalk restricted to pedestrians links the two areas. The beauty of the campus is enhanced by placement of power and telephone lines underground. All permanent buildings are linked to a central air-conditioning and heating system. Every building has ramps and other design features for students with physical limitations.

*THE DE TAMBLE LIBRARY* is a handsome three-story building at lakeside. Gifts for its construction came from many sources, the largest from the First Presbyterian Church of Winston-Salem out of the F. J. DeTamble legacy, with others from the Z. Smith Reynolds and Mary Reynolds Babcock Foundations.

At St. Andrews the library is central to the educational process; "teaching with books" is not an empty phrase. Its more than 78,000 volumes, 5,000 reels of microfilm, and hundreds of periodicals and newspapers have been chosen to support the curriculum and to assist in the development of the intellectual personality. The library is open approximately 70 hours a week. Students have free access to the stacks with a variety of reading and study settings available.

Many journals are available on microform with equipment such as microfilm readers and copying machines on hand to enable students and faculty to exploit fully all library resources. Special collections include a paperback collection for nonrestricted borrowing and a music collection of nearly 1,500 scores and more than 1,000 phonorecords with listening facilities. Other collections include the Scottish and Rare Book Collection and the various materials of the U.S. government document depository.

*THE LIBERAL ARTS BUILDING*, housing academic activities within an area of 64,000 square feet, stands to the east of the library. One-story on the south side, the building changes to two-story height on the lake front and has two enclosed courtyards. It now contains 18 lecture-classrooms, six art studios for painting, sculpture, ceramics and photography, a 200-seat theatre, an experimental psychology laboratory, a faculty lounge, 38 faculty offices, an exhibition lobby area and the administrative offices. Provision for audio-visual instruction, not only in this building but throughout the campus, includes modern dial access equipment.

*THE SCIENCE CENTER*, adjoining the Liberal Arts Building, and containing 76,600 square feet, is designed to provide facilities for our unique science program. On the upper level is the 255 x 80-foot multi-disciplinary laboratory, the instrumentation room containing such sophisticated science equipment as a nuclear magnetic resonance spectrometer and an electron microscope, facilities for radiation experimentation, four large growth chambers, a self-service stock room, shops for woodworking, metal working, and glass-blowing, and four seminar rooms. The lower level, facing the lake, contains fourteen large faculty teaching offices designed for individual and small group instruction, and six seminar rooms.

*THE AVINGER AUDITORIUM*, made possible by a gift from Mrs. George F. Avinger in memory of her husband, connects the Science Center and the Liberal Arts Building. Designed as a teaching auditorium, it is equipped and furnished with the best facilities available to make possible effective instruction for large and small audiences. Its 400 seats are arranged at rows of tables, placed on five levels, all facing a common lecture area. The excellent acoustics are enhanced by carpeting throughout the auditorium. Equipment for audio-visual instruction includes three projectors and screens ready for simultaneous use when desirable.

*THE VARDELL MUSIC BUILDING*, contains the music office; a choral-recital auditorium with an organ; a band and orchestra rehearsal room; 18 practice rooms, including four organs, a harpsichord and a clavichord; seven studios for piano, organ, voice, and instrumental teaching; a music theory classroom; two classrooms for music and general use; the music library and listening room; a recording studio; six faculty offices; and an art gallery.



*THE COLLEGE UNION* makes effective use of glass and sunlight, and overlooks the lake on the residential side of the campus. The center of campus social life, it houses the student lounges, television room, music-listening room, recreational facilities, the Red Lion snack bar, post office, student book store, student activity offices, and cafeteria.

*THE EIGHT DORMITORIES* are single- and multiple-story to accommodate 96 and 114 students to a building. The single-story buildings are constructed around courtyards. One outstanding feature of all dormitories, especially conducive to developing a spirit of cooperative student living, is the small group unit to accommodate 12 or 16 students. These units include bedrooms, bath, and a lounge. Laundry facilities are conveniently located in each dormitory. In addition each dormitory has a reception area, residence hall director's apartment, and all required auxiliary facilities.

Near the dormitories are these physical educational facilities: an all-weather track, Clark Field for baseball, lighted all-weather tennis courts, soccer and hockey fields, and a golf practice area with a par-three course of seven holes.

*THE PHYSICAL EDUCATION CENTER* is in a convenient location between the two residence areas. Designed to undergird the St. Andrews program of athletics for men and women with an emphasis on lifetime sports, it is a focal point of student life. The Harris Basketball Court has a seating capacity of 1,200 and can be converted for several intramural games. The Olympic-size O'Herron Swimming Pool is available for year-round use, as are the bowling alleys, handball courts, game room, wrestling and weight rooms. Offices for the physical education staff, provided by the McNair family, are next to the three classrooms. Other facilities include lockers and dressing rooms and accommodations for visiting teams.

*THE HEALTH AND REHABILITATION CENTER* is a new 9,000 sq. ft. facility which opened in July, 1974, to provide a combination of services in one central location. All college students use the Center for general medical services and two double rooms provide for overnight care. Additional space is devoted to seven double rooms for handicapped students and their student roommate-aides. Two one-room efficiency apartments are also provided for training in independent living during the senior year.



# Student Life

St. Andrews student life seeks the full dimension of living and learning together. The academic program, social and recreational activities, civic involvement, and religious opportunities all contribute to the realization of this goal.

The academic program, climaxed with the awarding of the baccalaureate degree, brings about intellectual competence, familiarity with the learning process, and skills and knowledge in special fields.

Social and recreational activities are most often conducted in the context of group living, offering the student many opportunities to develop poise and confidence in social activities. Individual responsibility is the keynote of student citizenship. Student government helps plan and regulate the campus life through the Senate, the Cabinet and the Student Judiciary.

St. Andrews seeks to help students ascertain and express their needs for individual understanding and growth and their relation to the world and life. Classes are small enough to permit give-and-take discussion and exchange of ideas. Informal discussion continues in the halls, in offices, in lounges and rooms. On occasion, professors are invited to exchange ideas with interested students in sessions which go on for hours. Seminars and tutorials afford students the chance to suggest and pursue, under informed direction, topics or interests they want to study in depth, and to react to questions of fellow students and professors.

Intellectual competence of the faculty, opportunities to ask questions and seek answers, exposure to stimulating ideas and divergent viewpoints — all contribute to a viable atmosphere for the student who takes his education seriously and takes seriously the possibilities inherent in self-directed study and active participation in the many areas open to him.

In line with openness in academic inquiry, St. Andrews encourages a concept of student living that is equally forthright and honest, allowing opportunities to experience many different approaches to life's problems, both in the classroom and in the residence hall, on and off campus, in thoughtful isolation or in social relationships.

Almost all activities on campus are as open to new students as to upperclassmen: a freshman student may play a lead role in a major dramatic production, freshmen and transfer students frequently win office in spring elections. Students serve on all major College commit-

tees as voting members. Active participation is encouraged in musical and dramatic groups, athletics, the Student Peace Corps, the student publications, residence hall activities, etc.

## **VARIETY OF STUDENT ACTIVITIES**

Some thirty states and several foreign countries are represented in the St. Andrews student body, with most of the students coming from Atlantic Seaboard states. Wide geographic distribution implies broad cultural and racial backgrounds, and students' interests and experience vary greatly. In an effort to offer something of value to all students, and in line with the many possibilities for growth in all the dimensions of campus living, St. Andrews is ever widening its cultural program and outlook.

Musical recitals and art exhibits by students, faculty and visiting artists are a regular part of campus life. The theatre program finds its talent as well as its spectators from among the total college community. The Common Experience program, which is a component of the St. Andrews Studies curriculum, provides a variety of films, fairs and festivals as well as lectures and workshops.

Student social and recreational activities are coordinated by the College Union Board. The varied activities include dances, pop concerts, movies, and off-campus trips. The College Union Board also cooperates with other student groups in the operation of an on-campus coffeehouse, "Farrago."

The 820-acre campus, containing a 70-acre lake, affords an abundance of outdoor leisure activities. The riding club has facilities for the care and riding of student-owned and club-owned horses, and there is a sailing club with its own sailboat, and a gun club for those who wish to hunt in the area. Controls are defined and enforced for all these activities.

St. Andrews seeks a healthy balance between its varsity sports program and its program of intramural sports and recreation. Currently the College fields varsity teams in nine intercollegiate sports; soccer, cross country, basketball, wrestling, bowling, baseball, golf, tennis, and track. In endorsing the value of intercollegiate competition, St. Andrews is committed to a policy of no athletic scholarships and competes primarily in the Dixie Intercollegiate Athletic Conference whose members share this philosophy. The athletic program is approved by, and the college is a member of, the National Collegiate Athletic Association.

The St. Andrews Radio Club operates an on-campus radio station, WSAP, which is a member of the Intercollegiate Broadcasting System, and also an amateur "ham" station. Opportunities for training and work in all phases of the broadcasting media are provided, including electrical engineering, public relations, advertising sales, and programming. WSAP has excellent facilities and broadcasts 14 hours daily to the campus on a closed circuit. The station is housed in a redesigned building at the northeast corner of the campus, which also houses the Farrago Coffeehouse.

Campus literary activities are centered around the major campus publications: the newspaper, The Lance; the yearbook, the Lamp and Shield; and the student literary magazine, the Cairn. Students also contribute regularly to the St. Andrews Review. An active program of poetry readings by students, faculty, and guests enriches literary life.

While St. Andrews is a church related college, it is not sectarian in outlook and the various religious activities are ecumenical in emphasis. The College Christian Council provides students and faculty with opportunities to celebrate their faith in worship and to express it in service both on and off the campus. Students are encouraged to participate in the activities of the churches in the Laurinburg community.

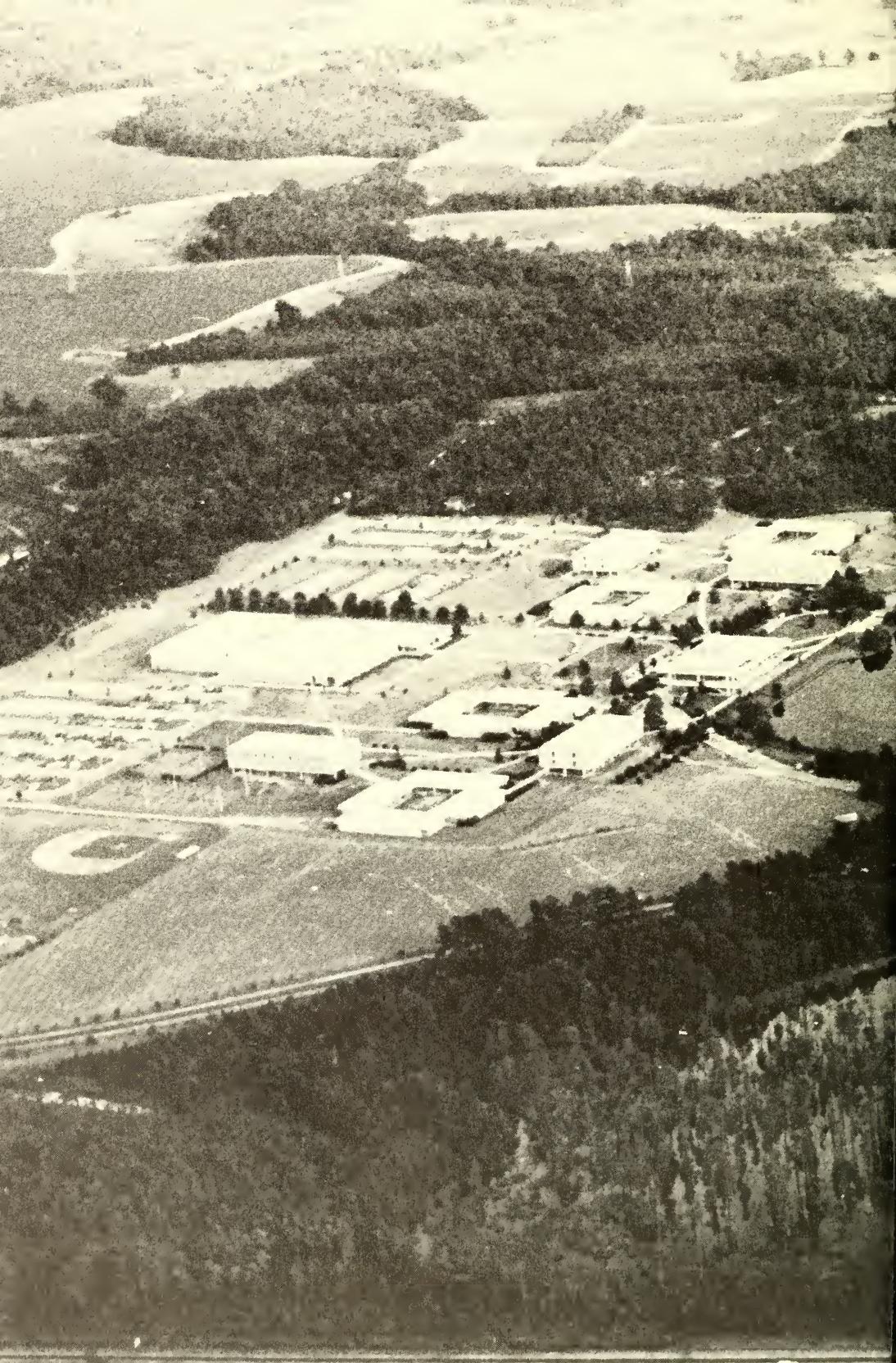
### **Honor at St. Andrews**

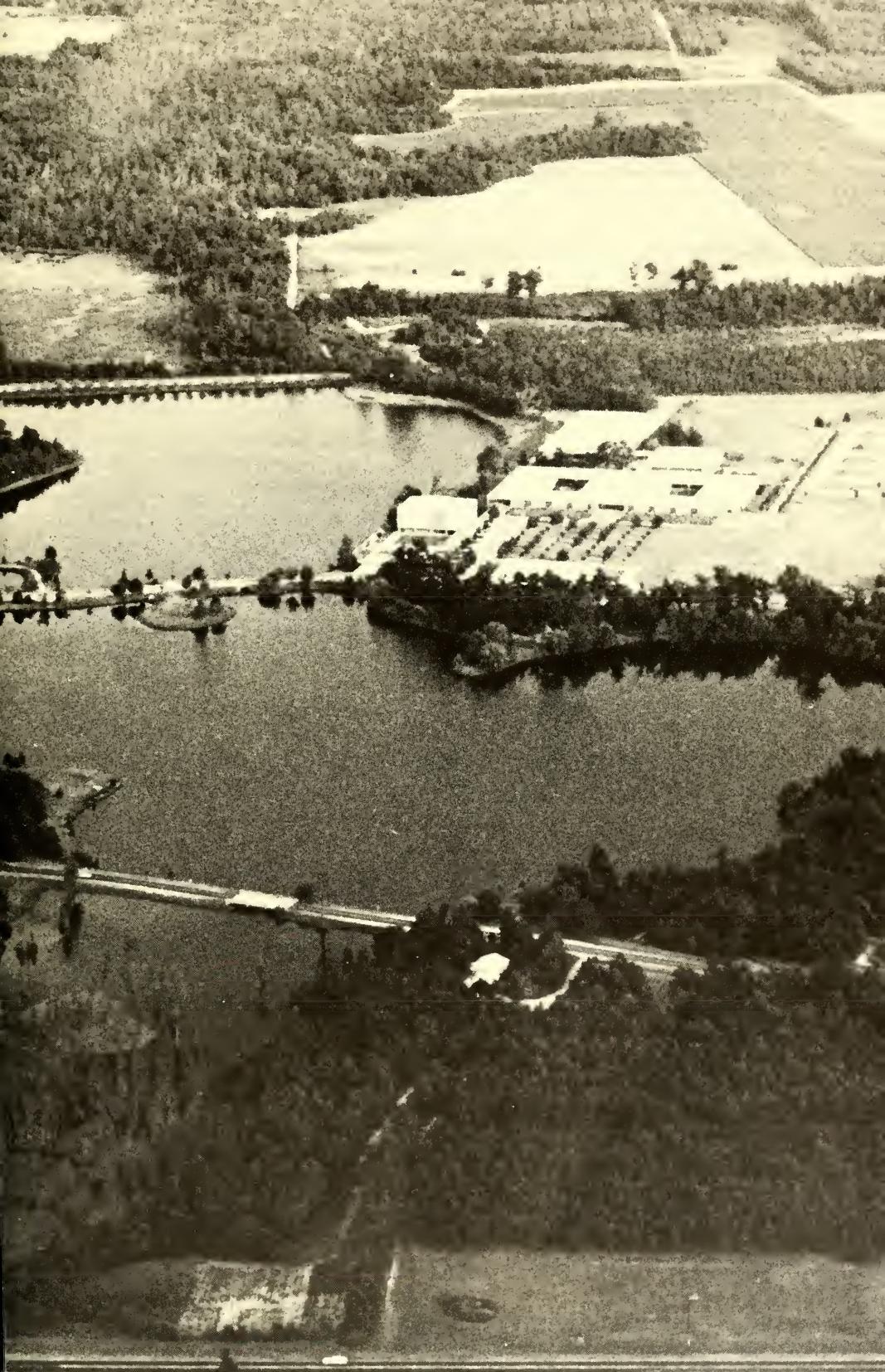
The St. Andrews Honor Code was instituted by the students in cooperation with the faculty and attests to a belief in the integrity of the community and to the individual's responsibility for his or her own behavior. Lying, cheating, and stealing are serious violations of community integrity and thus are the concern of all members of the community.

All members of the community (students, faculty, administration and staff personnel) bear responsibility for maintaining high standards of conduct, and all are pledged to deal with violations of honor in a responsible way. Each student upon matriculation at St. Andrews will sign the following pledge:

*As a member of the honor community of St. Andrews, I pledge that I will not lie, cheat, or steal, nor will I tolerate this conduct in any other member of the community. I will do all within my power to uphold the high standard of integrity and honor of St. Andrews.*

Members of the administration and faculty of St. Andrews pledge themselves to respect the spirit and intention of this Honor Code, and to support those who are charged with the responsibility of administering the Honor System.





## **The Student Association**

The Student Association is made up of all students of the College. The Cabinet is the executive body consisting of elected leaders of all major boards and activities, together with the chief elected officers of the student body. The Attorney General is the chief judicial officer of the Association, and various courts are elected or appointed to carry out the judicial responsibilities of student government.

The Senate, composed of representatives from each of the eight residence halls plus day student representative, serves as the legislative body of the Association. Faculty or administration advisers serve with the students and all questions involving student welfare or interests are carefully considered for the general good of all.

## **Student Personnel Service**

Student life activities are under the general supervision of the joint student-faculty Student Life Committee which works with the Dean of Students and the Office of Student Personnel Services. A subcommittee of the Faculty Executive Committee, including faculty, administrators, and students, works with the Dean of the College in reviewing academic problems as they arise. Judiciary matters are handled by the Student Attorney General or by one of the several lower courts as designated by him.

Students are expected to be responsible for their own behavior and to direct their lives responsibly while they are students at St. Andrews. Those unwilling to follow the policies and procedures of the institution will subject themselves to disciplinary action.

## *Residence Hall Life*

Since St. Andrews is a residential college, all students are required to live in the dormitories on campus, when available space permits, unless they are living with parents, guardians, or spouses. Single undergraduate men and women fully admitted but for whom no space on campus can be assured may reside off campus subject to approval by the Office of Student Personnel Services. Basic college regulations apply to off-campus residents.

Students live in suites of 12 to 16 grouped around a common lounge.

The Dorm Council and the Residence Director operate each residence hall, planning recreational and fellowship activities. Each residence hall is responsible for setting its own residence hall living controls in regard to hours, visiting privileges, and social and recreational programs within the framework of general college policy.

The College Union Dining Hall provides meal service throughout the regular college year except during stated vacation and holiday periods. The Red Lion snack bar is open to all students at stipulated hours and day students may eat here or buy a long-term meal ticket from the college food service.

### *Counseling and Guidance*

Each student is assigned a faculty adviser prior to registration who remains as his adviser through the first two years unless the student requests a change. Assistance is provided the student in planning his academic program and in solving non-academic problems.

Counseling Services provides short-term individual and group counseling on campus by qualified counselors. Also available for consultation with students are the deans, faculty members, residence hall directors, and other administrators. Arrangements are made by the College to have psychiatric consultation available for those who may benefit from this level of professional help.

### **Health Services**

St. Andrews provides routine medical and first aid services to students at no extra charge through the College Health Center. Nursing services are available 24 hours daily on weekdays and on a call basis weekends. The College Physician is available for consultation on weekdays.

Overnight care is provided when necessary for students living in the dormitories; however, cases needing special care or more than casual bedside attention are referred to a local hospital. Such care, special medications, and the services of medical doctors off campus are financial responsibilities of students and their parents.

The College Physician and other medical doctors may be seen for private consultation off campus or at the specific request of a student or parent. Such services are not provided as part of the health center program.

The College Health Center is part of the Rehabilitation Center, which also serves as a dormitory for a few severely handicapped students. St. Andrews is fully accessible to the physically handicapped; there are about 30 students in wheelchairs each year. A wide range of services is available to them including counseling, aides, rehabilitation nursing, urology, adapted physical education, driver training, wheelchair repairs, and transportation by special bus.

## **Placement Office**

The Placement Office provides a centralized point for the dissemination of information to students about employment opportunities and career counseling and assists students in job placement. This office also maintains data concerning graduate and professional schools, provides opportunities for students to interview representatives of government, business and industry and establishes placement files for graduates. It also serves as a clearinghouse for part-time employment opportunities.

## **Career and Personal Counseling Center**

The Career and Personal Counseling Center is one of three counseling centers in North Carolina approved by the International Association of Counseling Services. Operating under a special agreement with St. Andrews, the Counseling Center offers structured programs of counseling, testing, and occupational-educational research for any St. Andrews student desiring the services on a walk-in or referral basis.

## **Policy Regarding Drugs and Alcoholic Beverages**

The College cannot condone the abuse or illegal use of drugs and/or alcohol. Specific information regarding this matter is found in the Student Handbook.

## **Use of Motor Vehicles**

St. Andrews officials recognize that motor vehicle operation hazards exist far beyond the bounds or control of the College and do not encourage students to bring vehicles to the campus.

However, students who wish to operate a motor vehicle on campus must secure a permit from the Office of Student Personnel Services. The permit requires that the applicant have approval of his or her parents, guardian, or spouse, if married, and present evidence of personal and property liability protection, and such other data as may be requested for supporting the application. The fee for a motor vehicle permit is one dollar per year.

## **Parental Relations**

Parents' attitudes can affect student adjustment to the new experience of going to college. Parents are urged to permit the student to be "on his own," reassuring him with support and affection, but refraining from any direct interference in his academic or social situation. Students given this freedom will generally move more quickly toward maturity and self-realization.

# Academic Information

## Degree Requirements

St. Andrews offers two degrees: Bachelor of Arts and Bachelor of Music. Candidates for each degree are required to complete at least 37 courses, including one winter term course for each year enrolled and four terms of physical education (counting as the 37th course), with a grade-point average of 2.0 in all work attempted at St. Andrews and a grade-point average of 2.0 in all work attempted in the major field.

Faculty advisers help students plan their courses of study. *Students are responsible to see that the courses taken meet the requirements for graduation.*

### Bachelor of Arts\*

St. Andrews Studies	6 courses
Selected Topics in Modern Science	2 courses
Physical Education	1 course (2-4 terms)**
Requirements for a Major	10-16 courses***
Electives	<hr/> 18-12 courses
	37 courses

Majors Offered: Anthropology-Sociology, Biology, Business Administration, Business-Chemistry, Chemical Physics, Chemistry, Economics, Education, English, Environmental Studies, Fine Arts (Art or Theatre), French, History (American, European, Folklore and Folklife, and General Historical Studies), Literature, Mathematics, Mathematics with an emphasis in Computer Science, Modern Languages, Music, Politics, Philosophy, Physical Education, Psychology, Religion, and Religion and Philosophy.

Pre-professional programs are also available in such fields as pre-law, pre-medicine, pre-dentistry, and pre-ministerial.

- \* Medical Technology certification and the Bachelor of Science degree are normally conferred after three years of study at St. Andrews and one year of training at an accredited college of medical technology. Preparation for medical technology training includes studies in the areas of mathematics, chemistry, biology, English, psychology, and sociology. A more complete description of this program may be found under the Division of the Mathematical, Natural, and Health Sciences.
- \*\* The student may complete the physical education requirement by demonstrated competency after two terms. The requirement includes swimming proficiency.
- \*\*\* Foreign language and mathematics requirements are determined by the major program.

## Bachelor of Music

St. Andrews Studies	4 courses
Selected Topics in Modern Science	0-2 courses*
Physical Education	1 course (2-4 terms)**
Studies in the Structure and Styles of Music	7 courses
Requirements for a Major	6-12 courses***
Applied Music Requirements	8 courses
Music Ensembles	2 courses (8 terms)****
Electives	11- 5 courses
	39 courses

Majors Offered: Church Music with Organ Emphasis, Church Music with Voice Emphasis, Music Education, Organ, Piano, and Voice.

- \* This requirement applies only to the student with a music education major.
- \*\* The student may complete the physical education requirement by demonstrated competency after two terms. The requirement includes swimming proficiency.
- \*\*\* Foreign language requirements are determined by the major.
- \*\*\*\* The student receives one-quarter credit per term.

## Registration

Toward the close of each term, students plan and register for their course programs for the following term in conference with their advisers. New students confer with their advisers during the orientation period and complete registration on a designated day at the beginning of each term.

Necessary changes in registration may be made by the use of forms obtained in the Office of the Registrar. The original must be approved by the student's adviser and the professors concerned. *The change is not official until the form is returned to the Registrar.* Withdrawal from a course is regarded as a change in registration and is cared for in the manner described. *Failure in the course will be recorded for those who do not comply with the above.* A student may not register for a full program of courses after the first week of the term.

## Course Load

To make normal progress toward the degree, a student should enroll for four courses per term; however, he may be allowed to carry only three courses without special permission. If, in special cases, less than three courses or more than four courses seem advisable, the student must secure the permission of the Dean of the College. A student may carry more than four courses a term only if he has a 3.0

cummulative grade-point average or a 3.0 grade-point average for the previous term.

## **Cancellation of Registration**

Students who academically register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar. Cancellations are permitted through registration day. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure.

## **Withdrawal from the College**

Application for complete withdrawal from the College should be secured by the student from the Office of the Dean of Students. While the several signatures which need to be obtained on the application form seem onerous to the student wishing to leave the College, they are necessary to assure that the student's St. Andrews record is cleared before he leaves the campus. In the case of serious illness, it may be necessary for the adviser to work with the Registrar to make certain all the student's commitments to the College have been cleared.

Students withdrawing during the first week of classes receive no grades. After the first week of classes, grades of "WP", "WF", or "W" are given under the same procedure used for those dropping one course. Students who leave the College without completing the withdrawal procedure will receive failing grades in all courses and be entitled to no refund.

If a student withdraws for any reason during the first three weeks of the fall or spring term, he will be eligible for a refund as follows:

Date of Completed Withdrawal	Amount of Refund
During first week	75% of comprehensive fee
During second week	50% of comprehensive fee
During third week	25% of comprehensive fee

The refund will be mailed within 10 days of completed withdrawal.

After the third week, no refunds will be allowed. For those who wish to insure against contingencies which require them to drop out after the third week of classes, refund insurance is available on an optional basis. This insurance is described on page 119.

The College reserves the right to reassign the room of a student who withdraws or goes on leave during any academic term, regardless of whether a refund is made.

## **Class Attendance Regulation**

Regular class attendance is an important student obligation and a student is responsible for all the work, including tests and written work, done in all class meetings. No right or privilege exists which authorizes a student to be absent from any given number of class meetings.

Students are expected to be present at all their regularly scheduled class appointments. Experience has shown that successful students do not absent themselves from class without good reason. One of the major causes for poor academic achievement is excessive absence from class.

The instructor in each course will announce and maintain an absence policy in keeping with the nature of the course. Each student should familiarize himself with this policy at the beginning of each course.

*No absences are permitted immediately before and after holidays. Travel arrangements should be made with this in mind.*

When absences from class indicate a serious lack of commitment to the work of the course, the student may be involuntarily withdrawn from the course after a formal warning from the Dean of the College.

## **System of Grading\***

Each student receives a grade in each course at the close of the term. The grading system is as follows:

Grade	Interpretation	Grade Points
A	Excellent	4 per course
B	Good	3 per course
C	Average	2 per course
D	Passing	1 per course
E	Conditional Failure	0 per course
F	Failure	0 per course
I	Incomplete	0 per course
W	Withdrawn Medical	0 per course
WP	Withdrawn While Passing	0 per course
WI	Withdrawn Involuntarily (Due to excessive absences)	0 per course
WF	Withdrawn While Failing (Counts as an "F")	0 per course

\* Grade points are the numerical equivalent of the letter grade. The student's grade-point average is computed by dividing the number of grade points earned by the number of courses attempted.

## **Conditional Failures, Incompletes, Failures, and Withdrawals**

A grade of conditional failure, "E", may be removed by re-examination. This must be accomplished within the first four weeks of the following term, unless an alternate procedure is specifically authorized by the Dean of the College. Otherwise, the conditional failure becomes a failure, "F".

An incomplete, "I", is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the term following the one in which the incomplete was received. If not, the incomplete becomes a failure, "F".

A failure, "F", cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without permission of the Dean of the College.

When a student withdraws from a course with the approval of his faculty adviser and is doing passing work in the course, he receives a grade of "WP". A grade of "WF" is recorded if the student is not doing passing work. The grade "W" is recorded where a student withdraws for medical reasons. For a fuller explanation of the grade "WI", see the class attendance regulations above.

## **Reports of Grades**

Parents as well as students receive academic reports after official grading periods and are also informed of any disciplinary action. Students, however, are expected to inform their parents in such cases and not leave the responsibility entirely to officials of the College.

## **Classification of Students**

The classification of a student depends upon the amount of college work he or she has to his or her credit and not upon the length of time he or she has been in college. Credit for college work is recorded in courses satisfactorily completed. A student is classified as:

- (1) A senior upon completion of 28 courses passed with a 1.90 grade-point average on work undertaken at St. Andrews.
- (2) A junior upon completion of 17 courses passed with a 1.75 grade-point average on work undertaken at St. Andrews.
- (3) A sophomore upon completion of eight courses with a 1.50 grade-point average on work undertaken at St. Andrews.
- (4) A freshman if the regular admission requirements have been met.
- (5) A special student if he or she has been admitted as a non-degree candidate. Regularly matriculated students may not opt this classification to avoid required courses.

## **Eligibility to Continue in College**

To maintain satisfactory progress toward a degree, a student must pass nine courses each year and maintain a cumulative 2.0 grade-point average. A student will be permitted to return, however,

- (1) For his or her second year, upon completion of eight courses passed with a 1.50 grade-point average on work undertaken at St. Andrews.
- (2) For his or her third year, upon completion of 17 courses passed with a 1.75 grade-point average on work undertaken at St. Andrews.
- (3) For his or her fourth year, upon completion of 28 courses passed with a 1.90 grade-point average on work undertaken at St. Andrews and acceptance as a major in an academic program.

## **Academic Probation and Dismissal**

Academic probation is used to call attention to a serious academic problem. Regularly enrolled students are placed on academic probation for one regular term after any regular term in which their grade-point average is below 1.50 and at any time their cumulative grade-point average on work undertaken at St. Andrews is below 1.75. Regulations governing such status are given in the Student Handbook.

A student placed on academic probation who fails to show marked improvement in his or her academic work during the following term may be asked to withdraw from the College. Any student still on academic probation after two successive regular terms on academic probation and any student who fails all his academic courses in any regular term is ineligible to return to the College.

## **Residence Requirements**

A student must spend the senior year at St. Andrews and obtain credit in residence for at least the last nine courses to receive a degree from the College.

## **Declaration of a Major or Area of Emphasis**

A student may declare a major or area of emphasis any time after his or her first term at St. Andrews, but must declare a major or area of emphasis before the end of his or her sophomore year. The requirements in each major field or area of emphasis are given at the beginning of the description of courses offered in that program of study. Transfer students accepted with junior or senior status must declare a major upon acceptance as a student at St. Andrews. Declaration of major forms can be secured from the Office of the Registrar.

## **Transfer Credits**

Transfer credits from other institutions approved by the appropriate regional accrediting agency will be granted in full provided the courses taken correspond to work offered at St. Andrews. Courses passed with grades of less than "C" are accepted in transfer only if the overall record at the previous institution averages "C" or above.

## **Summer School**

The College conducts a summer term. Though offerings are less extensive than during the fall and spring terms, the summer curriculum does include a wide range of courses for undergraduates, teachers, and selected high school students. Regular members of the St. Andrews faculty and visiting professors make up the faculty of the summer school.

## **Summer Work at Other Institutions**

The entire senior year or the last nine courses must be in residence at St. Andrews. Other students desiring to receive credits toward graduation for summer courses at another institution must have the approval of their faculty adviser and the chairman of the division in which the corresponding course is taught at St. Andrews. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are also allowed toward graduation by the institution conducting the summer school. For credit the courses must be completed at the "C" level or higher. The student is responsible for requesting the institution to mail an official transcript of his or her summer work to the Registrar at St. Andrews as soon as the courses are completed.

## **Correspondence Study**

Full-time students may be enrolled in extension courses, correspondence courses, and even courses for credit from other colleges or universities only if they get approval in advance from the Dean of the College. Credit toward the St. Andrews degree will not be allowed, however, unless the grade earned in the course is "C" or better.

Two approved academic courses taken by correspondence may be accepted by St. Andrews toward meeting graduation requirements.

## **Studies Abroad**

St. Andrews sponsors and cooperates with other institutions in making available to students courses and programs abroad in international studies. These are primarily conducted in the winter term and in the summer.

## **Honors**

The College has designed its academic program with considerable flexibility as part of its aim of encouraging maximum development of each student's potential. At the same time it seeks to encourage and formally recognize superior academic achievement. To that end, the College has a number of academic honors which it awards to students during the undergraduate years.

*ST. ANDREWS DISTINGUISHED SCHOLARS AWARDS* – The College annually makes these awards to approximately 10 members of the incoming freshman class. These four-year scholarships, the highest academic award of the College, are based on academic record, character, and leadership potential. The 10 other finalists in the competition receive *PRESIDENTIAL SCHOLARSHIPS*, also a four-year award.

*DEAN'S LIST* – The Dean's List recognizes achievement and is published soon after the end of each regular term. Freshmen and sophomores must have a 3.25 grade-point average, juniors and seniors a 3.50 grade-point average, and all students a clear citizenship record to be included on the Dean's List.

*SOPHOMORE HONORS* – Each spring the College awards Sophomore Honors to students who have earned a grade-point average of 3.25 or better through the winter term of their sophomore year. The College selects from this group those students with the highest academic records as *SOPHOMORE SCHOLARS*, a distinction that also carries a scholarship award.

*ST. ANDREWS HONOR SOCIETY* – Membership in the Honor Society is awarded to juniors and seniors who have earned an overall average of 3.25 or better on 18 courses at St. Andrews. Members serve as marshals at convocations and special events and members who are juniors serve as marshals at Commencement.

*HONOR GRADUATES* – St. Andrews bestows special recognition upon those students whose academic work has been of superior quality at Commencement. Degrees are awarded with honors to those with a grade-point average of 3.50 and with high honors to those students with a grade-point average of 3.75 or better. Transfer students will be evaluated for honors on an individual basis by the Faculty.

# Courses of Study

The following pages list the approved academic course offerings at St. Andrews for the 1974-1975 academic year under the three academic divisions of the College. The divisions and the programs of study under them are:

## **Division of Social and Behavioral Sciences**

Anthropology and Sociology	History
Business and Economics	Politics
Education	Psychology

## **Division of the Humanities and the Fine Arts**

Art-Theatre	Music
English	Philosophy
Foreign Languages	Religion

## **Division of the Mathematical, Natural, and Health Sciences**

Biology	Health and Physical Education
Chemistry	Mathematics
Physics	

While every effort is made to schedule a well-balanced list of courses each year, certain advanced courses are offered only in alternate years.

Certain programs are described separately at the beginning of this section of the catalog. These are St. Andrews Studies, Selected Topics in Modern Science, the Winter Term, and the Environmental Studies Program.

In general, courses numbered between 100 and 299 are designed for freshmen and sophomores, and those numbered between 300 and 499 for juniors and seniors. Odd numbers are used for courses ordinarily offered in the fall term and even numbers for those ordinarily offered in the spring term. A year-long course is indicated by joining the course numbers for the two terms with a hyphen, e.g. 101-102. Courses offered in alternate years are described as offered in even- or odd-numbered academic years. "Even" or "odd" refers only to the calendar year in which the academic year begins. The abbreviation "hpw" following a course title refers to the number of hours per week the course meets during a 14-week term.

The requirements for majors are outlined immediately preceding the list of courses offered in a given program.





## **St. Andrews Studies**

*Director: Ronald C. Crossley*

St. Andrews Studies is a three-year, general education program in the fine arts, the humanities, and the social and behavioral sciences required of freshmen, sophomores, and seniors. The program moves from the development of skills of critical inquiry and a progressive consideration of disciplinary methods converging in an interdisciplinary understanding of the contemporary world. All three levels engage the student in serious consideration of moral values. Each course offers a variety of options in format and content. These options will vary from year to year. Common learning experiences in small and large groups—festivals, concerts, films, lectures, workshops, etc.—complement the courses.

### **101, 102 Freshman Tutorials**

**2-4 hpw**

The course develops basic skills of critical inquiry in the context of learning groups of eight to 12 students and encourages a high level of intellectual and imaginative activity. Tutorial topics change from year to year, but the following are typical of the fall term: Intercultural Themes in Contemporary Novels, Arts and Artifacts: Images and Ideas, A Potpourri of Contemporary Issues and Alternatives, Weaving, and Human Language and Human Perception. In the spring term all tutorial groups explore the theme of personal decision-making.

### **201, 202 Sophomore Disciplinary Studies**

**4 hpw**

The course introduces the methodologies of the arts, the humanities, and the social and behavioral sciences and fosters an appreciation of the distinctiveness, value, and limitations of the disciplines. The format includes individual and small-group study of representative scholarship in the disciplines, library research, and, if appropriate, field work. In a sequence of four six-week modules, students must select at least one module in the arts and humanities, one in the social and behavioral sciences, and one in the cultures of Africa, Asia, or Latin America. The modules vary from year to year, but the following are typical: Literary Criticism, The Quest for the Historical Jesus, Introduction to Political Analysis, Beliefs and Behavior of the Founding Fathers, Ethnography in a Complex Society, and Renaissance Sources of Humanism.

*The junior year is designated as the time for intensive work in the major, and, therefore, does not contain a St. Andrews Studies component.*

### **401, 402 Senior Interdisciplinary Seminars**

**4 hpw**

The course explores issues and topics requiring resources and information from several academic areas reflecting the students' majors. The emphasis is on the development of skills of interdisciplinary communication as well as refining the skills acquired in the first two years of the program. Seminars in the fall term deal with social issues in contemporary international society; seminars in the spring term consider the meaning of selfhood and community in the contemporary world. Students select the seminar topics.

## **Selected Topics in Modern Science (Natural Science)**

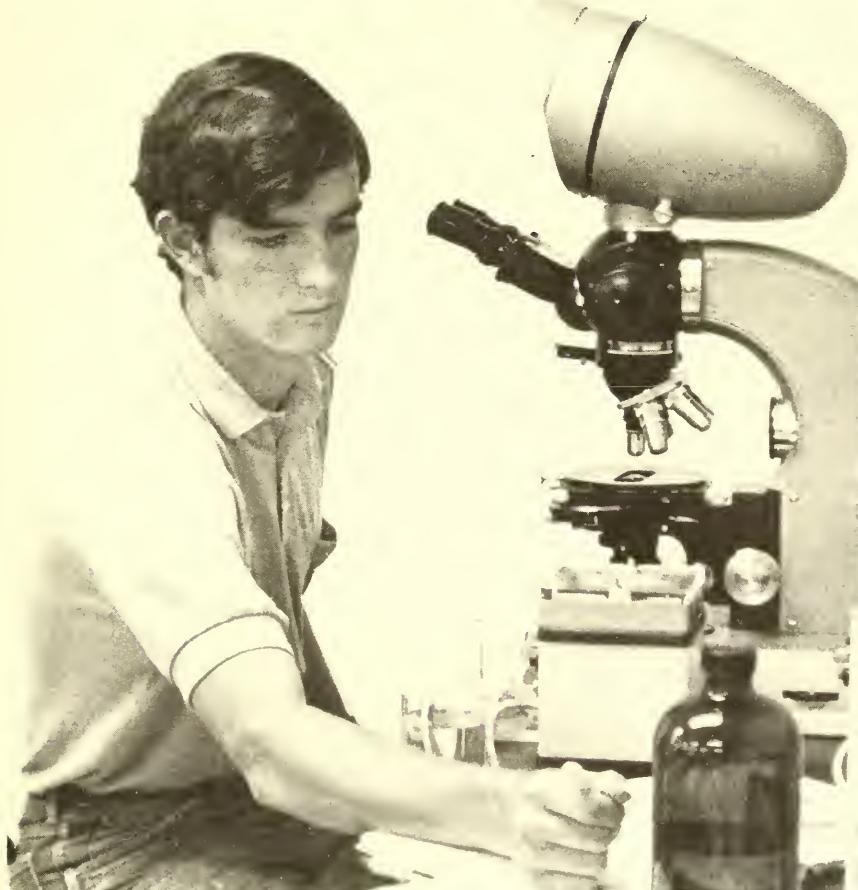
*Chairman: A. Leon Applegate*

These two courses in natural science, which must be taken in the freshman year, constitute the science requirement for all students.

### **101, 102 Selected Topics in Modern Science**

**7 hpw**

Four major areas from the physical and biological sciences are developed in depth using an interdisciplinary approach. Examples of projects which have been treated are evolution, nuclear energy, human ecology, thermodynamics, and viruses. Basic materials in such areas are introduced and applied to societal concerns. Laboratory sessions include introductory computer programming and a variety of inquiry-oriented projects.



## **Winter Term**

*Coordinator: Carl W. Geffert*

The four-week winter term in January provides a time for experimentation, innovation, and variety in the learning experience and presents subject matter and areas of study not offered in the same form in the fall and spring terms. The winter term offers the stimulus to both students and faculty of a varied course content and format of study as well as opportunities to explore new interests, to combine theory and experience, and to pursue work that lends itself to intensive application.

Winter term courses are required for graduation and are as important as regular term courses. A winter term course occupies a student's full academic time for the month. This means that students are expected to spend as much time on the one course during this short term as they are expected to spend on four courses during a given month in the fall or spring terms.

More than 40 courses are approved for the winter term each year and provide opportunities to study aspects of a discipline on campus, elsewhere in this country, or in Europe, Asia, Africa, or Latin America.

Students in the past several years have studied the theatre in London and Paris, archaeology and pre-Columbian Indian cultures in Mexico, marine biology in Puerto Rico and Florida, folk music in Scotland, the secular city in New York City. They have also had internships in social work and special education through local and regional agencies.

Other students have studied the stock market and investments, African fiction, human genetics, the future, psychopharmacology, Christianity and anti-Semitism, statistical inference, transformational grammar, and contemporary British fiction. Students may also purpose an independent study project for this term.

A student must take one winter term course for each year in attendance at St. Andrews. Students graduating at mid-year or beginning in the spring term are not required to take a winter term course in such years. A major program may require one winter term course. A student may choose no more than two winter term courses within his major area.

St. Andrews welcomes to its winter term students in good standing at other accredited colleges and universities. Although it has no formal exchange agreements with other institutions, St. Andrews is willing to waive tuition for students from institutions which agree to do the same for St. Andrews students. Students interested in attending the St. Andrews winter term should obtain application and registration forms from the Coordinator of the Winter Term.

## **Thematic and Interdisciplinary Majors**

### **Environmental Studies Program**

*Coordinator: G. Tyler Miller*

*Participating Faculty: Associate Professors Doubles, Holmes, Marks, and Paxton; Assistant Professors Applegate, Bushoven, and Fouke*

The Environmental Studies Program is a multidisciplinary major program including studies from the natural sciences, the social and behavioral sciences, and the humanities. It is designed to permit students to recognize the contributions of all these areas in defining environmental problems and their resolutions. The program is built around (1) a concentrated study in an existing major, (2) a concentrated study in environmental studies, (3) a two-term research project, and (4) an internship. Each student will work out an individualized major plan in consultation with the Coordinator of Environmental Studies and the participating faculty.

#### **Requirements for a Major in Environmental Studies**

The requirements of the major are:

- (1) Existing Major Concentration: A concentration of at least six courses in an existing major, with at least half at the 300-400 level, is required. Each student's proposal for a major concentration must be approved by the Coordinator of Environmental Studies.
- (2) Environmental Studies Concentration: The following Environmental Studies courses are required: Environmental Studies 202, 302, 401, and 402 and two additional courses from among the following:
  - (a) At the 200 level: Politics 280, Biology 205, Religion 206, Chemistry 290 (Environmental Science), Anthropology 290 (History of Conservation)
  - (b) At the 300 level: Economics 307, Biology W30 (Marine Biology), Environmental Studies 390 (Special Studies Land Use and Resources)
  - (c) At the 400 level: Anthropology 407 and Business Administration 404
- (3) Two-Term Research Project (Environmental Studies 302 and 401): A research project extending over two terms is required. This project will normally begin in the second term of the junior year.

(4) Internship: A one-term internship as approved by the committee is a requisite part of the major and is normally taken during the winter term of the junior year. It may, however, be taken in the fall term and used to complement work being done in environmental studies, or it may be taken during the spring term and combined with the research project. For students taking this major and also planning to be certified as public school teachers, this emphasis can be incorporated into the student teaching internship.

## Courses in Environmental Studies

### 202      **Introduction to Environmental Studies**

An overview of major ecological principles and environmental problems with emphasis upon their ecological, anthropological, political, economic, geographical, and ethical implications. Emphasis will be on the complexities of environmental issues and an examination of alternative solutions.

### 302, 401 **Research Project**

Each student will carry out research under the direction and approval of one or more members of the faculty.

### 402      **Senior Seminar in Environmental Studies**

An in-depth analysis of alternative solutions to major environmental problems.



Division of the

# Social & Behavioral Sciences

*Chairman: George E. Melton*

## Programs

Anthropology and Sociology  
Business Administration  
Economics  
Education  
History  
Politics  
Psychology

## Majors

Anthropology-Sociology  
Business Administration  
Business-Chemistry  
Economics  
Elementary Education  
History (American Studies,  
European Studies,  
Folklore and Folklife Studies, and  
General Historical Studies)  
Politics  
Psychology

North Carolina teacher certification is available with majors in history, politics, and economics. Certification in social studies is available by taking a history major and Politics 201, Sociology 201, 205, and Economics 207, 208. Education courses that must be combined with the academic major in these programs are listed in the section under Education.

## **SOCIAL SCIENCE**

<b>313</b>	<b>Materials and Methods in the Teaching of High School History and Social Studies</b>	<b>4 hpw</b>
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This course is designed for those students seeking North Carolina teacher certification at the secondary level. Consideration for the content, method and technique needed in the teaching of high school history and social studies is undertaken. Brief teaching experience in local public schools is a part of the course. Credit for this course does not apply toward a major in the division. (See Education 313).

## **Anthropology and Sociology**

*Associate Professors McLean (Chairman), S. Marks; Instructor M. Marks*

### **Major in Anthropology-Sociology**

Requirements for a major consist of 10 courses in anthropology and sociology, including Sociology 201, 321, and 421; Anthropology 204, 205, and 306 with four electives in anthropology. Competence in one foreign language, or an accepted designated substitute, is also required. The pattern of all elective courses will be determined in consultation with the faculty adviser. These are approved for teacher certification at the secondary level.

### **Courses in Anthropology and Sociology**

<b>201</b>	<b>General Sociology</b>	<b>3 hpw</b>
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A study of human society with emphasis on groups, institutions, social classes, social processes, and ways of thinking and living associated with group activity.

<b>204</b>	<b>General Anthropology</b>	<b>3 hpw</b>
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An introduction to general anthropology, the science of man. Topics considered: the emergence of man, the prehistoric development of culture, primitive societies, the dynamics of culture, and the universal aspects of culture.

<b>205</b>	<b>Archaeology</b>	<b>3 hpw</b>
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A survey of the cultures of the Indians of North America, including the languages and arts, the social, economic, and religious life, and the ecology of representative North American Indian tribes. Classroom work is augmented by site excavations and geological study. (This course, with Anthropology 204 will

complete the requirements for the North Carolina Department of Public Instruction for Geo-Earth Study.)

<b>207</b>	<b>Folklore and Folklife in American History</b>	<b>3 hpw</b>
An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African tradition, and their functions in the evolution of American society.		
<b>306</b>	<b>Comparative Ethnology</b>	<b>4 hpw</b>
A study of the cultural configurations of non-literate peoples of aboriginal America, Asia, Oceania, and Africa.		
<b>309</b>	<b>Contemporary Social Problems</b>	<b>4 hpw</b>
A study of the explanations for social change and of ways divergent values create social problems. The major areas of tension within which contemporary and social problems arise are given particular attention.		
<b>311</b>	<b>Marriage and Family Life</b>	<b>4 hpw</b>
A study of the development of these two social institutions with consideration given to such problems as woman's position, courtship, marital adjustments, safeguarding the marriage relationship, divorce, and social changes affecting the family.		
<b>320</b>	<b>Social Psychology</b>	<b>4 hpw</b>
A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. (Offered also as Psychology 320.) Prerequisites. Psychology 201 and Sociology 201 or consent of the instructor.		
<b>321</b>	<b>Research Methods in Sociology and Anthropology</b>	<b>4 hpw</b>
An introduction to methods of research in the social sciences, including the formulation of problems, research design, sampling techniques, and the collection and analysis of data. Prerequisites. Sociology 201 and Mathematics 205.		
<b>333</b>	<b>Folklore and Oral History</b>	<b>4 hpw</b>
Advanced studies in the use of oral sources, both folk and nonfolk, and of material folk artifacts in the reconstruction of the past. Emphasis is placed on field theory, interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.		

<b>401</b>	<b>Culture and Personality (Anthropology)</b>	<b>3 hpw</b>
A survey of methods and problems in studying the personality features characteristic of non-literate tribes around the world. Mutual relationships between culture and the individual are explored.		
<b>403</b>	<b>American Social Structure</b>	<b>4 hpw</b>
An analysis of social organization in the United States with reference to cultural norms, social stratification, and the inter-relations of social institutions. Emphasis will be placed on new trends, such as the accelerating rate of social change, and the increasing complexity of our relations with other countries. Prerequisite: Sociology 201.		
<b>407</b>	<b>Ecological Anthropology</b>	<b>4 hpw</b>
The study and cross-cultural comparisons of the environmental relationships of human communities. Prerequisites: Natural Science 101, 102 and Anthropology 204.		
<b>421</b>	<b>Sociological Theory</b>	<b>4 hpw</b>
A survey and an analysis of contemporary social theories. The course will emphasize directed study and a seminar type of research. Prerequisite: Sociology 201.		
<b>190, 290 Special Studies in Sociology and Anthropology</b>		
<b>390, 490</b>		
This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of sociology and anthropology under faculty direction. The level of work will be indicated by the course number used.		
<b>199, 299 Guided Independent Study in Sociology and Anthropology</b>		
<b>399, 499</b>		
This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.		

# **Business Administration**

*Professor Wilmot; Associate Professor Holmes*

## **Major in Business Administration**

Requirements for a major in business administration: Eleven courses in business administration and economics, including Business Administration 209, 210, and 422; Economics 207, 208, and 303; and one winter term course. Mathematics 113 and 205 are also required for the major.

## **Major in Business-Chemistry**

Requirements for a major in business administration, economics, and chemistry: Four courses in business administration, four courses in economics, four courses in chemistry, including Business Administration 209 and 210, Economics 302 and 303, Chemistry 201, 202, and 303, and a winter term course in one of the three areas. Mathematics 121 and 205 are also required. Electives will be chosen with the advice of major professors.

## **Courses in Business Administration**

<b>200</b>	<b>Introduction to Business</b>	<b>3 hpw</b>
An introduction and orientation to business as a social activity. This course provides an understanding of business and its environment, the activities business men perform and why they are performed. The application of the behavioral sciences by management is stressed. (Does not apply toward a major.)		
<b>209</b>	<b>Financial Accounting</b>	<b>3 hpw</b>
A conceptual approach to financial accounting with emphasis on the corporate form of business.		
<b>210</b>	<b>Managerial Accounting</b>	<b>3 hpw</b>
Emphasis is placed upon those accounting tools which are of primary importance in decision making. Methodology found in current practice is stressed. Prerequisite: Business Administration 209.		
<b>212</b>	<b>Application of Computers</b>	<b>3 hpw</b>
An introduction to FORTRAN programming and to applications of the computer in different disciplines.		

304	<b>Financial Management</b>	4 hpw
A consideration of both internal and external facets of management of corporate finances. Risk, cost of capital, and capital markets are explored along with governmental controls over such financing.		
312	<b>Marketing</b>	4 hpw
A functional analysis of marketing and its importance as an economic activity. Current and potential institutions through which marketing is carried on are studied. Additional managerial orientation is provided through case studies and decision-making practice.		
314	<b>Consumer Problems</b>	4 hpw
A study of the consumer in the American economy and the factors which affect his choices and help him to get maximum satisfaction by wise planning of his family finances.		
315	<b>Business Law</b>	4 hpw
A study of the fundamental nature of law, and laws that determine the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, employment and agency, commercial paper, sales, and government-business relations.		
317	<b>Organizational Management</b>	4 hpw
A broad survey course which examines the central framework of business management, its environment and the personal characteristics, knowledge and skills of the manager. Attention is given to behavioral and environmental as well as technical and functional details of such activities as planning, motivating, directing, delegating, and controlling business organization, human relations, and communications.		
318	<b>Government and Business</b>	4 hpw
Changing relations between government and business and their effects on industrial efficiency, economic growth, and social welfare.		
320	<b>Industrial Relations</b>	4 hpw
The collective bargaining process, major management-union problems and their resolution through bargaining, mediation, and arbitration.		
402	<b>Principles of Taxation</b>	4 hpw
A study of the major provisions of the Internal Revenue Code, its rationale, and the way it actually functions. Prerequisite: Business Administration 209.		
404	<b>General Systems Approach to Problem Solving</b>	4 hpw
The application of general systems theory to the solving of problems whatever their scope or origin. There are no formal course prerequisites. Majors in areas other than business and economics should find this course to be useful. Enrollment is by consent of the instructor. (Also offered as Economics 404.)		

408 **Development and Management of Human Resources** 4 hpw

Covers all areas of recruitment, placement, training, and development of lower-skilled and managerial personnel with emphasis on current problems.

419 **Quantitative Analysis** 4 hpw

A survey of the mathematical techniques necessary for modern management. Topics include inventory analysis, game theory, linear programming, and optimization techniques.

422 **Seminar in Business Administration** 4 hpw

Individual readings and research in a particular area of business with documentation required.

**190, 290 Special Studies in Business Administration**

390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of business administration under faculty direction. The level of work will be indicated by the course number.

**199, 299 Guided Independent Study in Business Administration**

399, 499

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.



# **Economics**

*Professor Wilmot; Associate Professor Paxton*

## **Major in Economics**

Requirements for a major in economics: Eleven courses in economics including Economics 207, 208, 303, 304, and 422; one winter term course; and at least two courses in business administration which must include Business Administration 209 and 304. Mathematics 113 and 205 are also required.

## **Courses in Economics**

<b>207</b>	<b>Principles of Economics I</b>	<b>3 hpw</b>
A survey of our economic system—production, exchange and distribution; aggregate income determination; monetary theory and policy; international trade and institutions.		
<b>208</b>	<b>Principles of Economics II</b>	<b>3 hpw</b>
A survey of contemporary domestic and international economic issues. Assigned readings from a variety of sources will be used.		
<b>302</b>	<b>Economic Philosophy: The Development of Economic Thought</b>	<b>4 hpw</b>
A survey of the development of economic analysis from Mercantilism to the Post-Keynesian era. Emphasis will be placed on Smith, Ricardo, and the British Classical School; Jevons, Marshall, and the development of Marginalism; Austrian Capital Theory, and the Neoclassical theory of money, interest, and prices.		
<b>303</b>	<b>Intermediate Price Theory</b>	<b>4 hpw</b>
An examination of the economic principles and theory underlying value and distribution. Application will be made of these principles particularly to the problems of perfect and imperfect competition.		
<b>304</b>	<b>Intermediate Income and Employment Theory</b>	<b>4 hpw</b>
The economic forces and factors determining the level of income and employment in a political economy are presented and evaluated. Emphasis on the role of government in maintaining a high level of employment and purchasing power is stressed.		
<b>306</b>	<b>Monetary Theory, Policy and Institutions</b>	<b>4 hpw</b>
This course analyzes the functioning of the monetary and financial system of the U.S., emphasizing its effect on economic welfare. Historical and institutional aspects and monetary theory are covered. The effects of monetary and fiscal policy on our economic activity are studied.		

307	<b>Environmental Economics</b>	4 hpw
The application of the tools of modern welfare economics to the problems of environmental decay and external costs. A re-examination of the desirability of maximizing economic growth rates. Problems of pollution of the environment and measures that have been or can be used to achieve optimal economic solutions will be emphasized.		
308	<b>International Trade and Institutions</b>	4 hpw
A study of the international movements of goods and an examination of the payments systems. Attention is given to economic geography and factors such as world resources which influence economic development and international trade. Primary focus is on the composition and directions of international trade and on the application of economic theory to the international arena.		
309	<b>Urban Economics</b>	4 hpw
A survey of contemporary urban problems and what cities are doing to solve them. An examination of suggested solutions to urban traffic congestion, fiscal problems, urban sprawl, zoning problems, etc.		
315	<b>Economics of Growth and Development</b>	4 hpw
Analysis of the forces inhibiting economic growth in underdeveloped countries. Course includes discussion of growth models, theories of growth, development planning, economics of foreign aid, and the role of technological progress.		
404	<b>General Systems Approach to Problem Solving</b>	4 hpw
The application of general systems theory to the solving of problems whatever their scope or origin. There are no formal course prerequisites. Majors in areas other than business and economics should find this course to be useful. Enrollment is by consent of the instructor. (Also offered as Business Administration 404.)		
406	<b>The Economics of Socialism</b>	4 hpw
An examination of the various types of socialist economic systems. Socialism as practiced in many of the economies of today will be studied. An investigation of Marxian theory will constitute part of the course.		
408	<b>Public Finance</b>	4 hpw
Principles and problems of taxation, expenditure, and debt management of federal, state, and local governments. The effects of governmental budgetary policy on resource allocation, income distribution, economic stability, and growth will be examined.		
419	<b>Mathematical Economics and Econometric Techniques</b>	4 hpw
A survey of the mathematical techniques necessary for understanding parts of economic theory. An investigation of optimization techniques, linear programming, input-output analysis; mathematical and econometric model building.		

The seminar is basically a research undertaking requiring extensive reading, discussion, and writing on an announced topic. A thesis related to the general topic is to be developed under the supervision of the instructor.

**190, 290 Special Studies in Economics****390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of economics under faculty direction. The level of work will be indicated by the course number.

**199, 299 Guided Independent Study in Economics****399, 499**

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

## **Education**

*Professors Daughtrey (Chairman), Decker;*

*Assistant Professors Dantzler, Urie*

### **Teacher Education**

The teacher education programs described here and at other appropriate places in this catalog are approved by the North Carolina Board of Education and meet the requirements of the North Carolina Department of Public Instruction. These programs likewise meet the undergraduate requirements for most states for initial teacher certification.

A major in elementary education is available as are seven secondary level programs and several special major programs. Secondary level programs presently include English, French, Spanish, Social Studies (History, Politics, Economics, Sociology-Anthropology), Mathematics, Biology, and Chemistry. Special major programs are also available in Music, Theatre Arts, and Physical Education (K-12). Special experiences and courses are available for working with exceptional pupils (gifted and talented, physically handicapped, retarded, deaf, and emotionally disturbed).

The program for a major in elementary education is outlined below. The secondary level and special programs are described in the appropriate academic divisions of the College.

The professional education course sequence includes a summer teaching experience. Details on this program are in a separate guide.

All students are expected to follow the requirements for the program, which include:

- (1) Education 202 and 315 and Psychology 303 or Education 308, at least two of which are to be completed prior to student internship,
- (2) Materials and Methods, also to be completed prior to student internship,
- (3) Education 420-421, generally to be completed in the summer following the junior year, and
- (4) Education 400, to be taken during the senior year.

## **Major in Elementary Education**

The major program in elementary education includes two emphases:

- (1) Certification for Kindergarten-Grade 3 (K-3)
  - (a) Major Core Sequence: Physical Education W41; Education 320; History 201, 202, or Politics 201 (any two courses); Sociology 204 and 205; and Mathematics 207
  - (b) Adjunct Sequence: Art 321; Mathematics 208; Music 353; Speech or Acting (one course); English 303; and Education 319
  - (c) Professional Education Sequence: Education 202, 209, 308, 315, 322, 400, 420-421
- (2) Certification for Grades 4-9
  - (a) Major Core Sequence: Physical Education W41; Education 320; History 201, 202, or Politics 201 (any two courses); Sociology 204 and 205; Mathematics 207; and Art 321 or Music 353
  - (b) Each student will select a major concentration area from either language arts, social studies, mathematics, or science. In addition, a student may select a minor emphasis from any one of those named above other than the major concentration, or from art, music, foreign language, physical education, or special education.
  - (c) Professional Education Sequence: Education 202, 308, 315, 324, 400, 420-421.

## **Courses in Education**

<b>202</b>	<b>The American School: Foundation and Issues</b>	<b>3 hpw</b>
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A presentation of the historical, philosophical, and sociological foundations of the American school, together with consideration of the current trends and issues with which the future teacher should be confronted. Required for all students in teacher education programs.

209	<b>Early Childhood Education</b>	3 hpw
An introductory study of the organization, administration, standards, equipment, program, and parent-teacher relationships of the kindergarten. Attention is given to the organization and curriculum of a state-approved program, both public and nonpublic supported. Field work in a weekday kindergarten is required. Credit may be applied toward kindergarten certification for those who hold elementary certification.		
308	<b>Early Childhood Development</b>	4 hpw
A study of the development needs and readiness of early childhood with particular emphasis on the four- and five-year-old and his physical, mental, emotional and social growth. Guided experiences with children and a case study of one child are expected. Credit may be applied toward kindergarten certification for those who hold elementary certification. This course is recommended for primary and elementary majors; either this or Psychology 303 is required. Prerequisite: Psychology 201 or its equivalent.		
311	<b>Psychological Measurement and Appraisal</b>	4 hpw
A study of the various areas of psychological measurement and appraisal in the understanding of personality and behavior patterns in the individual. General and special abilities, interest and personality characteristics, as well as achievement, are investigated, and standardized tests for these topics are examined. Prerequisite: Psychology 201 or its equivalent.		
313	<b>Secondary Level Materials and Methods</b>	4 hpw
Each student in a secondary level program will enroll during the junior year in this course as listed in his or her respective academic division. Consideration for the content, method and technique needed in the teaching of the major subject in the public school is undertaken. Brief teaching experiences in the local public schools are a part of the course.		
314	<b>Introduction to Counseling</b>	4 hpw
The purposes, processes, organization and resources for guidance and counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies and a practicum in counseling techniques. Prerequisite: Psychology 201 or its equivalent.		
315	<b>Educational Psychology</b>	4 hpw
A study of individual differences, growth and adjustment, the learning process, and basic principles of guidance and evaluation. Required for all students in teacher education programs. Prerequisite: Psychology 201 or its equivalent.		
319	<b>Literature for Children and Youth</b>	4 hpw
A survey of traditional and contemporary literature suitable for children in the elementary school, together with its place and significance in the integrated curriculum. Brief teaching experiences in local public schools will be a part of this course.		

320	<b>Reading and Other Language Arts</b>	4 hpw
A study of the development of the language art skills, particularly reading, but including listening, speaking and writing as experienced by the elementary school child. Brief teaching experiences in local public schools will be part of this course.		
322	<b>Methods and Materials</b>	4 hpw
Methods and materials suitable for use in kindergarten through third grade programs. Requirement for North Carolina Early Childhood certification. For primary education majors.		
324	<b>Methods and Materials</b>	4 hpw
Methods and materials suitable for use in Grades 4 through 9. Requirement for North Carolina upper grade certification. For upper elementary, middle school, and junior high school majors.		
350	<b>Practicum in Exceptional and Special Education</b>	4 hpw
This course is designed to combine readings and field experiences concerned with learning needs of an exceptional nature (gifted, talented and learning deficiencies). Both general considerations as well as special needs will be examined with particular emphasis on dealing with such learning problems in the "regular" classroom setting. Prerequisites: Psychology 201 and 303 or its equivalent.		
400	<b>Curriculum Organization, Development and Evaluation</b>	4 hpw
A combination seminar and practicum for all students in any teacher education program. This experience provides an opportunity to study in some depth the organization and operation of the public school program out of which the curricular programs should be developed and evaluated. Practical experiences in some facet of both the public school and the college are included. Ordinarily taken as a senior year post-student internship program.		
420-421	<b>Student Internship</b>	
Under the direction of a qualified public school supervising teacher and the College, a full-time continuous teaching experience is carried out. Each student will be expected to complete at least 90 hours of actual teaching. Ordinarily, student internship will take place in the summer. This course is equivalent to eight semester hours and carries two course credits.		
190, 390	<b>Special Studies in Education</b>	
This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of education under faculty direction. The level of work will be indicated by the course number used.		
199, 299	<b>Guided Independent Study in Education</b>	
399, 499	This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.	

## **History**

*Professors Arnold, Harvin (Chairman); Associate Professors Fulcher, Joyner, Melton; Assistant Professor Schulz*

### **Major in History**

A student may satisfy the requirements for a major in history by satisfactorily completing all the requirements for 12 courses in any one of the following options:

#### **A. American Studies**

History 201, 202, 207

Politics 201

History 422 (Senior Seminar)

Four additional American history courses at the 300-400 level, including one to be taken in winter term.\*

Three additional courses at the 300-400 level in American culture or society approved by the history program chairman and the student's faculty adviser.

#### **B. European Studies**

History 101, 102

Two courses at the 300-400 level taught in a modern European language other than English

History 422 (Senior Seminar)

Four additional European history courses at the 300-400 level, including one to be taken in winter term.\*

Three additional courses at the 300-400 level in some aspect of European culture or society approved by the history program chairman and the student's faculty adviser.

#### **C. Folklore and Folklife Studies**

History 201, 202, 207

Anthropology 204

Anthropology 306, 401

History 333

History 499 (Senior Independent Study in Folklore and Folklife)

Four additional history courses at the 300-400 level, including one to be taken in winter term.\*

#### **D. General Historical Studies**

History 101, 102

History 201, 202, 204

History 422 (Senior Seminar)

Six additional history courses at the 300-400 level, including one to be taken in winter term.\*

\* A second advanced winter term course in an appropriate area may be substituted for a fall or spring course upon the written approval of the history program chairman and the student's faculty adviser.

## Courses in History

Courses will not carry prerequisites except that those courses numbered at the 300 and 400-levels are restricted to juniors and seniors or by consent of the instructor.

<b>101, 102. Western Civilization: Classical to Contemporary</b>	<b>3 hpw</b>
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A thematic study of cultural epochs in the development of Western Civilization from the classical period to the contemporary era. Crucial episodes in cultural crisis and creativity will be studied to demonstrate their continuing relevance to contemporary civilization. Term I: Classical to Enlightenment; Term II: Enlightenment to Contemporary. Freshman or sophomore standing required.

<b>201, 202 American Civilization</b>	<b>3 hpw</b>
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An introduction to the historical discipline designed to develop (1) a cognitive knowledge of the process of historical change in America from colonization to the contemporary era; and (2) basic skills in the principal methodologies of historical research and analysis from the perspective of both the humanities and the social sciences. Term I: Colonization to Reconstruction; Term II: Reconstruction to Contemporary. Freshman or sophomore standing required.

<b>204 Modern Asia</b>	<b>3 hpw</b>
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The political history of Asia in the modern period with emphasis on responses to the West, such as passive resistance in India, militarism in Japan, and revolution in China.

<b>207 Folklore and Folklife in American History</b>	<b>3 hpw</b>
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An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African tradition, and their functions in the evolution of American society.

<b>311 Early American Culture</b>	<b>4 hpw</b>
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A selective study of ideas and institutions in the formation of early American culture. Selected topics in such fields as religion, politics, philosophy and the arts will be studied from representative sections and movements. Emphasis will be placed on the use of cross-disciplinary sources in the historical interpretation of cultural movements.

<b>331 The New South</b>	<b>4 hpw</b>
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Studies in the politics, society, and culture of the Southern United States since Reconstruction.

<b>332 Studies in Afro-American History</b>	<b>4 hpw</b>
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Seminar studies in the history, folklore, society, and culture of black Americans, with emphasis on the study of written and oral sources.

333	<b>Folklore and Oral History</b>	4 hpw
Advanced studies in the use of oral sources, both folk and non-folk, and of material folk artifacts in the reconstruction of the past. Emphasis is placed on field theory, interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.		
341	<b>Diplomatic History of the United States</b>	4 hpw
American relations with foreign nations from 1775 to the present.		
348	<b>Renaissance and Reformation</b>	4 hpw
A cultural history of the Renaissance and Reformation developed from humanistic perspectives on European civilization in the fifteenth and sixteenth centuries. Selected topics in the social and intellectual history of these cultural movements will be studied from such sources as fine arts, literature, philosophy, and theology.		
349	<b>The Enlightenment</b>	4 hpw
A comparative approach to the Enlightenment as a British, French and American cultural movement in the eighteenth century. Contributions to the fields of science, politics, and religion will be studied from the writings of such representative "thinkers" as Locke and Newton, Rousseau and Voltaire, Franklin and Jefferson in the social context of their times.		
351	<b>Europe in the Nineteenth Century</b>	4 hpw
A study of Europe in the nineteenth century with emphasis on political, social, economic, and intellectual currents.		
353	<b>The Age of the French Revolution</b>	4 hpw
A study of continental Europe between 1715 and 1815 with emphasis on the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe under Napoleon and the Congress of Vienna.		
371	<b>Soviet Russia</b>	4 hpw
A study in depth of the Russian Revolution of 1917 and the evolving Communist state, dealing with both the internal development of the Soviet state and its foreign relations.		
403	<b>The Age of the Two World Wars</b>	4 hpw
A study of the impact of World War I, the settlement of 1919, the rise of totalitarian regimes, the breakdown of international stability in the 1930's, the crisis of World War II, and the emergence of a new international balance in the post-war era.		
404	<b>Twentieth Century America</b>	4 hpw
Studies in American history in the 20th century with emphasis on domestic political, social, and economic problems and the growing involvement of the United States in world affairs.		

Selected readings and discussions in historiography and philosophy of history, along with individual research projects and class critiques.

**190, 290 Special Studies in History****390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of history under faculty direction. The level of work will be indicated by the course number.

**199, 299 Guided Independent Study in History****399, 499**

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.



## **Politics**

*Assistant Professors Bushoven (Chairman), Fouke, Schulz*

### **Major in Politics**

The Politics Program has no set program to which all majors must adhere. Instead the Politics Program operates a "contract" system of majoring under which students can initiate programs tailored to their own academic needs and goals. The major requirements in politics therefore consist of a contract which includes all other degree requirements and which is mutually acceptable to the student and to the faculty in politics. The acceptance of a student as a major in politics includes the acceptance of his or her contract. The contract will become part of the student's permanent record and any changes in the contract must be approved by the student and the faculty in politics.

The contract in Politics normally establishes a program of study which requires the completion of 10 to 14 related courses. When appropriate to his/her goals, a major will be encouraged to develop skills in mathematics and language. Students majoring in politics have initiated contracts in such areas as Pre-Law, International Studies, Practical Politics, and Political Psychology. They have combined their interests with other disciplines such as History, Education, Economics, Philosophy, Anthropology and Psychology. For further information about contract, contact any of the faculty in politics.

The Politics Program offers internships in government as Guided Independent Studies. Students have been placed as interns with the Laurinburg city manager, the Scotland County manager, and a state legislator. Work has included the preparation of bills, testimony before committees, study of the possibilities of waste recycling in the county, and the consolidation of various planning reports into one overall plan for the city. By invitation of the Politics Program.

### **Courses in Politics**

201	<b>Introduction to American Politics</b>	<b>3 hpw</b>
An introduction to American government and to the discipline of political science designed (1) to develop an understanding of how the American political system functions; (2) to indicate possible changes which may occur in the American political system; (3) to stimulate an awareness of why some political events occur and others do not, and (4) to encourage the development of a perspective from which political events can be evaluated.		

211	<b>Introduction to International Politics</b>	3 hpw
An introduction to the political relations of nations, including important theories of analysis, problems of power, foreign policy formulation and implementation, and functions of international organizations and law, as exemplified by major problem situations.		
231	<b>Introduction to Law</b>	3 hpw
An introduction to law and its function in a changing society. Areas studied include judicial process and judicial behavior. Field trips to trials, correctional institutions, etc. No prerequisites.		
252	<b>Introduction to Comparative Government</b>	3 hpw
A comparative study of different types and combinations of political systems—such as authoritarian, democratic, and developing—including an introduction to theories of comparative political analysis with primary focus on European nations.		
275	<b>Politics and Personality</b>	3 hpw
An introductory analysis of the psychological factors which influence and condition individual political behavior.		
280	<b>Politics and Environment</b>	3 hpw
An examination of the relationship between political systems and such environmental factors as social stratification, technology, development, ecology, resource utilization, norms and values, dissent and communication.		
303	<b>Urban Politics</b>	4 hpw
Analysis of contemporary urban politics and problems.		
304	<b>Rural Politics</b>	4 hpw
An analysis of contemporary and past rural politics and problems.		
312	<b>Legal Reasoning</b>	4 hpw
Analytical and critical studies of constitutional law. Topics studied include judicial review, federalism, civil and political rights, due process and equal protection. Case study method.		
321	<b>Western Political Thought: Classical to Modern</b>	4 hpw
A study of the classics in Western political thought from Plato to the present. Emphasis is placed on their relationship to contemporary conditions. Original texts are used.		
322	<b>Research Methods in Contemporary Political Science</b>	4 hpw
Introduction to the scientific study of politics including concept formation, generalizations, prediction, models, and methodologies such as role theory, communications theory, and the power approach.		

323	<b>Marxian Political Analysis</b>	4 hpw
Grounding in the basic texts, Marx to Mao, and basic concepts. Analysis of contemporary national and international politics from a Marxist perspective.		
339	<b>War and Peace</b>	4 hpw
A study of the historical, psychological and social roots of war and the contemporary issues of peace. Introduction to problems of research on conflict and peace. Possible areas to be investigated include: arms control and disarmament, negotiations, international organization and economic cooperation.		
342	<b>Foreign Policy Processes</b>	4 hpw
Detailed study of the governmental machinery and external influences on the formulation and implementation of foreign policy.		
356	<b>Problems of Political Development: Asia or Africa</b>	4 hpw
A comparative analysis of political structures and processes of change in countries of Asia or Africa.		
380	<b>Advanced Studies in American Politics</b>	4 hpw
A rigorous examination of American politics with selected emphasis on such topics as chief executives, federalism, mass media, parties and pressure groups, legislative behavior, and judicial process.		
401	<b>Political Behavior</b>	4 hpw
A rigorous study of selected aspects of political behavior. Emphasis on research design and methods.		
422	<b>Senior Seminar in Politics</b>	
A program of directed study for advanced students providing an opportunity for reading and research on topics of special interest in the field of political science and including group discussions on topics of current concern. For politics majors only. Required of all majors.		
<b>190, 290 Special Studies in Politics</b>		
390, 490		
This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of politics under faculty direction. The level of work will be indicated by the course number.		
<b>199, 299 Guided Independent Study in Politics</b>		
399, 499		
This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.		

# **Psychology**

*Professors Decker, Smith (Chairman); Associate Professor Thomas;  
Instructor McDuffie*

## **Major in Psychology**

Requirements for a major: Ten courses in psychology which must include Psychology 200, 201, 202, 303, 320, 401, and 411 and Mathematics 205 or 113. In addition competence in one foreign language is expected. (The language requirement may be substituted in the Psychology Program by selecting four courses in mathematics.)

## **Courses in Psychology**

<b>200</b>	<b>Human Behavior: An Introduction</b>	<b>3 hpw</b>
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This course is designed to provide an introduction to the understanding of human behavior. Topics to be covered include: motivation, human adjustment, attitudes, prejudices, value patterns, personality, and personality development. The total thrust of the course will be the study of one's self and the ways one relates to his environment. Required of all psychology majors.

<b>201</b>	<b>Introduction to Psychology</b>	<b>4 hpw</b>
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An introduction to the study of scientific psychology with an emphasis on such topics as learning, motivation, thinking, memory and pathological behavior. Two hours lecture and two hours laboratory weekly.

<b>202</b>	<b>General Experimental Psychology</b>	<b>5 hpw</b>
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A consideration and laboratory investigation of such selected topics as behavioral assessment, measurement, perception, sensation, motivation, and experimental control. Intended primarily for students planning to major in psychology. This course may be selected by others desiring a more adequate foundation in psychology as a science. Three hours lecture and two hours laboratory weekly. Prerequisite: Psychology 201 and Mathematics 205 or 113 or its equivalent.

<b>303</b>	<b>Developmental Psychology</b>	<b>4 hpw</b>
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An assessment of the areas of development in childhood and adolescence with special emphasis upon case materials. Experiences will be planned for observation and reporting on children at various ages in keeping with the particular concerns of the student. This course is required by *all* students in teacher education, except that primary level elementary majors may substitute Education 308. Interest groups will be formed around four areas: early childhood, children, adolescents, atypical persons. Prerequisite: Psychology 201 or its equivalent.

304	<b>Behavior Pathology</b>	4 hpw
This course is designed to investigate carefully the factors, processes and conditions which cause personality deviations (neuroses, psychoses, mental deficiencies). Also, abnormal behavior patterns are identified and appropriate therapeutic techniques are considered. Prerequisite: Psychology 201 and one additional course in psychology.		
307	<b>Physiological Psychology</b>	5 hpw
An introduction to the study of physiological bases and correlated human and animal behavior, including a survey of selected research areas and techniques. Prerequisites: Psychology 201 and Natural Science 101-102 or Biology 201. Two hours lecture and three hours laboratory weekly. Offered in even-numbered academic years.		
311	<b>Psychological Measurement and Appraisal</b>	4 hpw
(See Education 311 for description.)		
314	<b>Introduction to Counseling</b>	4 hpw
(See Education 314 for description.)		
320	<b>Social Psychology</b>	4 hpw
A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. Prerequisite: Psychology 201 and Sociology 201 or consent of the instructor. Offered each spring.		
321	<b>Experimental Psychology I — Perception</b>	5 hpw
An introduction to the principles of sensation and perception with emphasis upon psychophysical measurement, space perception and the extraction of information from the environment. Three hours lecture, two hours laboratory. Prerequisites: Psychology 201 and 202. Offered as demand warrants.		
401	<b>Theories of Personality</b>	4 hpw
This course involves a study of the theories and dynamics of personality development. It seeks to help the student discover those factors and processes which contribute to personality development, with particular emphasis upon the well-adjusted personality. Prerequisites: Psychology 201 and two additional courses in psychology.		
405	<b>Experimental Psychology II — Learning</b>	5 hpw
An analysis of basic learning problems and theories from an experimental point of view. Emphasis upon experiments in classical and operant conditioning, verbal, motor and perceptual learning. Three hours lecture, two hours laboratory. Prerequisites: Psychology 201 and 202. Taught in even-numbered academic years.		

<b>406</b>	<b>Experimental Psychology III — Motivation</b>	<b>5 hpw</b>
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An examination of various theories of motivation with emphases upon experimental findings in motivation and laboratory experience in testing some of the theories of motivation. Three hours lecture, two hours laboratory. Prerequisites: Psychology 201 and 202. Taught in odd-numbered academic years.

<b>411</b>	<b>Seminar in Psychology</b>	<b>4 hpw</b>
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Class sessions emphasize the history and current trends in special areas of psychology. Field trips and brief laboratory sessions in the Career and Personal Counseling Center and similar agencies will be planned. An emphasis on independent study characterizes this program. Prerequisite: Psychology 401 and consent of the instructor. Offered each spring.

<b>190, 290</b>	<b>Special Studies in Psychology</b>
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<b>390, 490</b>
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This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of Psychology under faculty direction. The level of work will be indicated by the course number used.

<b>199, 299</b>	<b>Guided Independent Study in Psychology</b>
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<b>399, 499</b>
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This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

#### **Junior and Senior Honors Courses**

<b>Junior Honors in Psychology</b>	<b>Winter Term</b>
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An investigation of research literature in psychology. Admission by nomination only.

<b>Senior Honors in Psychology</b>	<b>Winter Term</b>
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A research investigation of a psychological topic. Admission by nomination only.



Division of the

# Humanities & the Fine Arts

*Chairman: Carl D. Bennett*

## Programs

Art  
English  
Foreign Languages  
Literature  
Music  
Philosophy  
Religion  
Theatre

## Majors

English  
Fine Arts (Art or Theatre)  
French  
Literature  
Modern Languages  
Music  
Philosophy  
Religion  
Religion and Philosophy

## Art

*Assistant Professor M. Smith; Instructor Tauber*

### Major in Fine Arts with an Emphasis in Art

The minimum requirements for a fine arts major with an emphasis in art consists of the following courses: Art 111, 112, 114, 250, 350, 490, three additional courses in the studio areas, one course in theatre, and Music 251. Each major is also required to participate in a special exhibition of his work at the end of his senior year.

## Courses in Art

### 111 Introduction to the Visual Arts

A foundation course which coordinates the development of analytic and appreciative skills with an orientation to the expressive use of formal elements in studio practice. Concepts and themes presented in a topical survey of art history will be explored further in a series of studio exercises and problems dealing with the visual and psychological properties of form. Lecture discussion: two hours; studio: four hours. Offered fall term. Open to freshmen and non-majors.

### 112 Basic Design

A systematic analysis of the formal and physical components of the visual arts, including an examination of form and space, color, line, shape, texture, and movement. The aesthetic and structural properties of a variety of materials will be investigated. Six studio hours. Offered spring term. Open to freshmen and non-majors.

### 113 Elements of Three-Dimension Expression

This course will explore the various methods, tools and ideas used in the creation of sculpture. Through regular assignments the student will learn how to conceptualize and manipulate sculptural space. A variety of basic materials will be used. Six studio hours.

### 114 Drawing and Composition

A basic course in the graphic language of visualization and perception, stressing the descriptive, interpretive, and analytic functions of line, light and shade, and perspective. Six studio hours.

### 211 Painting I

An introduction to the problems and principles of composition and color organization, and to the technical procedures and manipulations appropriate to the painting medium. Prerequisites: Art 111 and Art 112 or 114, or consent of the instructor. Six studio hours.

### 212 Relief and Planographic Printmaking

An introduction to the techniques of woodcut, linoleum cut, relief collagraph, and silk screen printmaking. The particular problems of conceptualization, drawing, color organization, and subject interpretation will be given special consideration as they apply to the printmaker's art. Prerequisites: Art 111, Art 112 or 114, or consent of the instructor. Offered fall term. Six studio hours.

### 213 Intermediate Sculpture

A studio course engaged in the application of basic sculptural knowledge to complete realization in a variety of materials. Modeling, casting, and carving will be emphasized. Prerequisite: Art 113 or consent of the instructor. Six studio hours.

214

### **Figure Drawing**

A thorough study of the human figure in terms of its muscle, bone, and proportional configuration. A penetrating analysis of the parts of the figure as well as the total unity of the figure will be stressed. Offered spring term. Prerequisite: Art 114 or consent of the instructor. Six laboratory hours per week.

250

### **History of Art: Before Industrialization**

A survey of the broad variety of expression in the visual arts from prehistoric times, through Western and non-Western, primitive and sophisticated cultures, until the revolutionary age of the nineteenth century.

311

### **Painting II**

A continuation of Art 211 centering on the development of individual and original approaches to the expressive possibilities of the medium. Spring term. Prerequisite: Art 211. Six studio hours per week.

312

### **Intaglio Printmaking**

An introduction to processes of collagraphy, engraving, etching, and drypoint, plate preparation, and proofing on the intaglio press. Attention will be given drawing and composition as a source of original ideas to be enriched through the print medium, and to the print as an autonomous mode of graphic expression. Prerequisites: Art 111 and Art 112 or 114.

313

### **Advanced Sculpture**

A continuation of Art 213 in which the student may learn more elaborate techniques, e.g., welding, plastics and resins, kinetic sculpture, and environmental construction, or may also pursue media previously experienced to a greater depth and understanding. Prerequisites: Art 113 and 213 or consent of the instructor. Six studio hours per week.

314

### **Advanced Drawing**

Emphasis on original solutions to descriptive and imaginative drawing problems in various media. Prerequisite: Art 214 or consent of instructor. Six studio hours per week.

315

### **Advanced Design**

An exploration of advanced techniques of design both in theory and application. In the latter aspect, emphasis will be given to problems requiring both practical and aesthetic solutions. Prerequisite: Art 112. Six laboratory hours. Not considered a studio course.

321

### **Art in the Elementary School**

A course designed to meet the needs of elementary teachers. A study of studio methods applicable to the elementary grades, and a survey of recent thinking with regard to art programs at that level. Combined lecture and laboratory.

**350 History of Art: The Modern Era**

An analysis of the movements which have developed in Western art since the mid-nineteenth century. Attention will be given to understanding this period relative to the demands of the contemporary artist.

**490 Special Studies in Art**

An independent project or projects based on skills and insights gained in previous studio work. The medium or media are student selected. Offered once a year for art majors in their senior year. Six studio hours.

## **English**

*Professors Bennett, White; Associate Professor Bayes; Assistant Professors Gross, Jones (Chairman)*

### **Major in English**

The English major is intended to provide a concentration in humane learning that is an end in itself. It prepares students for entry into graduate studies in English and also for admission to professional studies in law, social services, and theology. When the necessary sciences are also studied it prepares students for admission to schools of medicine and dentistry. Many governmental and business agencies desire English majors for training for executive and other particular vocations. In the event a student elects the prescribed courses, an English major leads to teacher certification.

English majors are encouraged to choose elective studies from the fine arts, from religion and philosophy, and other humanities areas, and from history and the social sciences. All electives will be chosen in consultation with the major adviser.

English majors will select at least two of the introductory 200-level literature courses, usually in the freshman or sophomore year. No more than two of these courses may be counted for credit on the major, and these will be prerequisite to other courses in the major. Each major will normally take in sequence five "core" courses: English 301, 302, and 303 in his junior year; and English 401 and 402 in his senior year. In addition to these, each major will elect at least five other English courses of his own choice from the 300-400 level curriculum. One literature course above the 204 level may be counted toward fulfilling the elective requirement.

English majors are required to show competence in one foreign language. English majors considering graduate study should meet their language requirement in either German or French, and should give at least one year of study to the other.

## Courses in English

<b>215</b>	<b>Creative Writing</b>	<b>3 hpw</b>
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Training and practice in the writing of verse, prose, fiction, and drama. Prerequisite: Two literature courses on the 200-level or consent of the instructor.

<b>301</b>	<b>Shakespeare</b>	<b>3 hpw</b>
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A study of the major histories, comedies, and tragedies of Shakespeare against the background of the English Renaissance. Particular emphasis will be placed on the variety of critical approaches possible in a study of Shakespeare. Prerequisite: Junior standing or consent of the instructor.

<b>302</b>	<b>Chaucer</b>	<b>3 hpw</b>
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A detailed examination of *The Canterbury Tales* in the context of medieval aesthetics and literary forms. Language tapes will be used extensively to introduce the student to the sounds and structure of Chaucer's language. Prerequisite: English 301 or consent of the instructor.

<b>303</b>	<b>Aspects of the English Language</b>	<b>3 hpw</b>
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An introduction to the nature of language, with emphasis on the introduction to contemporary approaches to the structure of the English language. Prerequisite: Junior standing or consent of the instructor.

<b>308</b>	<b>Victorian Literature</b>	<b>3 hpw</b>
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A study of the major poets and essayists of Victorian England. Prerequisite: Junior standing or consent of the instructor.

<b>309</b>	<b>Modern Novel</b>	<b>3 hpw</b>
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A study of representative novels of the 20th century. Reading and analysis of novels by Lagerkvist, Gide, Mauriac, Camus, Bernanos, Silone, Paton, Unamuno, and Greene. Prerequisite: Junior standing or consent of the instructor.

<b>310</b>	<b>Modern British and American Poetry</b>	<b>3 hpw</b>
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Readings from a wide selection of modern British and American poets. Special attention will be given to Gerard Manley Hopkins, William Butler Yeats, Robert Frost, T. S. Eliot, Ezra Pound, William Carlos Williams. Prerequisite: Junior standing or consent of the instructor.

<b>311</b>	<b>American Renaissance</b>	<b>3 hpw</b>
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A study of the literature of the American Renaissance, with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: Junior standing or consent of the instructor.

312	<b>American Fiction of the 20th Century</b>	3 hpw
A study of representative American fiction of the 20th century. Reading and analysis of novels by such writers as Norris, Dreiser, Lewis, Hemingway, Faulkner, Dos Passos, Steinbeck, Wright, Warren, Bellow and Malamud. Prerequisite: Junior standing or consent of the instructor.		
313	<b>The Art of Teaching English</b>	3 hpw
A study of the art and methodology of teaching English literature and language, including brief teaching experience in a secondary school. Not offered for credit toward the English major. Required for Class A Teacher's Certificate in North Carolina.		
314	<b>Poetry and Non-Shakespearean Drama of the English Renaissance</b>	3 hpw
An examination of major poets and dramatists of the English Renaissance excluding Shakespeare. The course will focus on Spenser, Donne, and the Jacobean dramatists. Prerequisite: Junior standing or consent of the instructor.		
316	<b>The English Novel</b>	3 hpw
Representative works of the principal novelists in the English tradition. Reading and analysis of novels by such writers as Fielding, Austen, Dickens, Hardy, Conrad, Virginia Woolf, Joyce, and Greene. Prerequisite: Junior standing or consent of the instructor.		
317	<b>Literature of the Romantic Period</b>	3 hpw
A study of the chief poets and critics of English Romanticism. Prerequisite: Junior standing or consent of the instructor.		
401	<b>Milton</b>	3 hpw
Intensive reading of Milton's poetry with major emphasis on <i>Paradise Lost</i> and <i>Samson Agonistes</i> . Collateral readings from the prose. Prerequisite: English 302 or consent of the instructor.		
402	<b>Senior Seminar</b>	3 hpw
A study in depth of selected topics in English. Prerequisite: English 302 or consent of the instructor.		
415	<b>Advanced Creative Writing</b>	3 hpw
Practice in writing and criticism on one or more genres directed at the professional level, the final project being a book-length manuscript. Parallel readings in contemporary literary criticism. Prerequisites: English 215 and consent of the instructor. Seniors will have preference.		

**190, 290 Special Studies in English**

**390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of English under faculty direction. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study in English**

**399, 499**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.



## **Foreign Languages**

*Associate Professors Doubles, Geffert (Chairman), Neylans; Assistant Professors Loftus, Valentine*

### **Basic Language Studies**

In French, German, and Spanish the 112-113 courses are taken concurrently and two course credits will be given for successful completion. The foreign language 111, 112-113 courses are the equivalent of the usual two-year elementary and intermediate offerings.

### **Major in Modern Languages**

The modern language major shall consist of 111, 112-113, 221, 222 in each of two foreign languages; Language 151; and at least four additional courses in upper level foreign language literature courses, in upper level language courses, or in a combination of upper level foreign language literature and/or language courses.

### **Major in French**

For a major in French, students will normally take French 221, 222, 311, 312, 411, 412, Language 151 and at least two other courses in Special Studies in French, or one Special Studies in French and an approved Special Studies in French Language. French majors are also required to take at least the 111, 112-113 sequence in another foreign language. With proper courses in education, this program will provide for teacher certification.

### **Courses in French**

**111,      French Language  
112-113**

**5 hpw**

This intensive language course, including an introduction to the theory behind the structure and function of the language, will give the student the proficiency in oral, aural, reading and writing skills necessary to satisfy the language requirements of other programs and enable him to begin major courses in French. One course credit is given for French 111, two for French 112-113.

**221, 222 French Language and Literature**

**4 hpw**

Advanced composition, conversation and an introduction to French literature. Students will read literary texts of short to moderate length which will serve as the basis for composition and conversation. This sequence is designed for those students who wish to broaden their knowledge of French as well as for those who desire to continue with more advanced studies. Prerequisites: French 111, 112-113 or advanced placement by the French faculty.

311	<b>French Literature and Civilization: Middle Ages and Renaissance—1000-1600</b>	4 hpw
An integrated study of French culture, history, and literature of the Middle Ages and the Renaissance (1000-1600). Wide reading, oral and written reports. Prerequisite: French 221 or advanced placement by French faculty.		
312	<b>French Literature and Civilization: French Classicism—1600-1770</b>	4 hpw
An integrated study of the culture, history, and literature of French Classicism (1600-1770). Wide reading, oral and written reports. Prerequisite: French 311 or consent of the French faculty.		
411	<b>French Literature and Civilization: Romanticism and Realism—1770-1900</b>	4 hpw
An integrated study of the culture, history, and literature of French Romanticism and Realism (1770-1900). Wide reading, oral and written reports. Prerequisite: French 312 or consent of the French faculty.		
412	<b>French Literature and Civilization: The Modern Period—Since 1900</b>	4 hpw
An integrated study of French culture, history, and literature of the modern period (since 1900). Wide reading, oral and written reports. Prerequisite: French 411 or consent of the French faculty.		
190, 290	<b>Special Studies in French</b>	
390, 490		
This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of French under faculty direction. The level of work will be indicated by the course number used.		
199, 299	<b>Guided Independent Study in French</b>	
399, 499		
This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.		

## **Courses in Spanish**

111,	<b>Spanish Language</b>
112-113	

5 hpw

This intensive language course, including an introduction to the theory behind the structure and function of the language, will give the student the proficiency in oral, aural, reading and writing skills necessary to satisfy the language requirements of other programs and enable him to begin major courses in Spanish. One course credit is given for Spanish 111, two for Spanish 112-113.

221, 222	<b>Spanish Language and Literature</b>
Advanced composition, conversation and an introduction to Spanish literature. Students will read literary texts of short to moderate length which will serve as the basis for composition and conversation. This sequence is de-	

4 hpw

signed for those students who wish to broaden their knowledge of Spanish as well as for those who desire to continue with more advanced studies. Prerequisites: Spanish 111, 112-113 or advanced placement by the Spanish faculty.

<b>311</b>	<b>Spanish-American Narrative</b>	<b>4 hpw</b>
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A study of selected Spanish-American novels and short stories of the 20th century. Special emphasis on the narrative of the last thirty years and its contribution to world literature. Prerequisites: Spanish 221, 222.

<b>312</b>	<b>Spanish Drama</b>	<b>4 hpw</b>
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Reading and analysis of selected masterpieces from each period of the Spanish theatre. Emphasis on ideas as well as on dramatic art. Prerequisites: Spanish 221, 222.

<b>313</b>	<b>Spanish Narrative</b>	<b>4 hpw</b>
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Selected masterpieces of Spanish narrative fiction. Novels and short stories from the Golden Age, Romanticism, Realism, Generation of 1898 and post-Civil War period. Prerequisites: Spanish 221, 222.

<b>401</b>	<b>Hispanic Poetry</b>	<b>4 hpw</b>
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Reading and analysis of representative works of important Spanish and Spanish-American poets. Prerequisites: Spanish 221, 222.

<b>190, 290</b>	<b>Special Studies in Spanish</b>
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<b>390, 490</b>
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This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of Spanish under faculty direction. The level of work will be indicated by the course number used.

<b>199, 299</b>	<b>Guided Independent Study in Spanish</b>
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<b>399, 499</b>
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This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

## **Courses in German**

<b>111,</b>	<b>German Language</b>	<b>5 hpw</b>
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112-113

This intensive language course, including an introduction to the theory behind the structure and function of the language, will give the student the proficiency in oral, aural, reading and writing skills necessary to satisfy the language requirements of other programs and enable him to begin advanced courses in German. One course credit is given for German 111, two for German 112-113.

<b>221, 222</b>	<b>German Language and Literature</b>	<b>4 hpw</b>
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Students will read literary texts of short to moderate length or non-literary material dealing with their own fields of interest which will also serve as the

basis for composition and conversation. Prerequisites: German 111, 112-113 or advanced placement by the German faculty.

**190,290 Special Studies in German**

**390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of German under faculty direction. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study in German**

**399, 499**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

## Courses in Greek

**101-102 Elementary Greek** **4 hpw**

Grammar, syntax, pronunciation, and translation. During second term selected readings from Classical Greek and Koine. Assigned readings in English or Greek history and literature.

**201-202 Intermediate Greek** **4 hpw**

Translations from Homer's *Iliad*, Xenophon's *Anabasis*, and other Classical Greek literature, and from the Gospel of John. Assigned readings in English in Greek culture and literature. Prerequisite: Greek 101-102 or the equivalent.

## Courses in Hebrew

**101-102 Introduction to Comparative Semitics** **4 hpw**

Using Hebrew and Aramaic as models, this course serves as an introduction to the comparative study of Semitic languages, and prepares the student to do special studies in Old Testament. Prerequisite: Permission of the instructor.

## Courses in Language

**151 Introduction to the Structure and Analysis of Language**

In this course the student will be introduced to the major approaches to an understanding of language structures: phonetics, phonemics, morphophonemics, morphology, with a series of practical exercises in a wide variety of languages. The course will conclude with a consideration of English syntax and grammatical systems, including transformational grammar.

**313 Modern Foreign Languages in the High School** **4 hpw**

A study of methods, materials, and problems of teaching modern languages in the high school. Required for teacher certification. Does not count as a major course in French or Modern Languages.

# **Literature**

*The faculty are from the English and Foreign Languages Programs.*

## **Major in Literature**

The literature major consists of two of the following literature courses: 201, 202, 204; French, German, or Spanish 111, 112-113; and eight courses above Literature 204, of which no more than two may be from Literature 251, 252, and 253. The remaining upper-level courses may be taken in English, French, German, or Spanish; or in French, German, or Spanish literature in translation. Where appropriate, a course in literature in translation will carry the corresponding number of the foreign language course. It is assumed that a literature major will be interested in exploring a wide range of these literatures. In recent years literature courses have included special studies ranging from medieval French literature, Cervantes, and classical German drama to contemporary French fiction, Hesse and Mann, and contemporary Latin American literature. Specific programs will be decided upon by the student and his or her adviser.

## **Courses in Literature**

<b>201</b>	<b>Modern Poetry</b>	<b>3 hpw</b>
A critical study of a wide selection of poetry drawn from modern Western European and American traditions.		
<b>202</b>	<b>Modern Prose Fiction</b>	<b>3 hpw</b>
A critical study of a wide selection of short prose fiction in English drawn from modern Western European and American traditions.		
<b>204</b>	<b>Modern Drama</b>	<b>3 hpw</b>
A critical study of a wide selection of dramatic literature in English drawn from modern Western European and American traditions.		
<b>205</b>	<b>Literary Interpretation</b>	
See Religion 205.		
<b>251</b>	<b>Black American Literature</b>	<b>3 hpw</b>
The mind and spirit of the American Negro as expressed in his literary art. Works by 20th century black Americans such as W. E. B. DuBois, James Weldon Johnson, Claude McKay, Jean Toomer, Langston Hughes, Richard Wright, Ralph Ellison, James Baldwin, Melvin B. Tolson, Gwendolyn Brooks, LeRoi Jones, and Don L. Lee.		

252	<b>American Indian Literature</b>	3 hpw
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A study of American Indian literature in its cultural context. Works studied include myths, legends, tales, songs and sacred chants from the oral literature as well as recent works of fiction by and about the American Indian.

253	<b>Modern Japanese Novel</b>	3 hpw
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Considerations of contemporary Japanese cultural, social and aesthetic values seen through the novel and short story. Kawabata, Mishima, Tanizaki, Oe, and Dazai will be among those studied, as will such American authorities as Hearn, Benedict, and Richie.

#### **190, 290, Special Studies in Literature**

**390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of literature under faculty direction. The level of work will be indicated by the course number used.

#### **199, 299, Guided Independent Study in Literature**

**399, 499**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

## **Music**

*Professors Cobb (Chairman), Horn, and Rogers; Associate Professor Williams; Assistant Professor Evans.*

Requirements for entrance and graduation conform to the standards of the National Association of Schools of Music, of which the Music Program is an institutional member. Any applicant for admission to St. Andrews planning a major in music for a Bachelor of Arts degree or seeking a Bachelor of Music degree is encouraged to make application to the Chairman of the Music Program to arrange an audition. Such an audition would preferably be scheduled the year preceding entrance to the College. If this is impossible, the student may audition by tape or during the first week of the term upon entering the College.

#### **Major in Music (Bachelor of Arts degree)**

The requirements for a Bachelor of Arts degree with a major in music are the full college core program; Music 101, 102, 201, 202, 301, 302, 401, and 490; six terms of a major applied area; and an ensemble each term of residence.

## **Major in Music (Bachelor of Music degree)**

The requirements for all Bachelor of Music major programs are Music 101, 102, 201, 202, 301, 302, 304, and 401; eight regular terms of a major applied; an ensemble each term of residence; St. Andrews Studies 101-102 and 201-202; and two to four terms of physical education. Other B.M. major requirements are:

Church Music with Organ Emphasis: Music 351, 353, 355, 453, and 454; two terms of secondary piano and four terms of secondary voice; and Theatre 203.

Church Music with Voice Emphasis: Music 351, 353, 355, 455, and 456; two terms of secondary piano and four terms of secondary organ; Theatre 203; and French 111 and German 111.

Music Education: Music 256, 258, 353, and 354; sophomore level piano proficiency for instrumental and vocal emphasis, four terms of secondary voice for piano emphasis, or two terms of secondary voice for instrumental emphasis; Natural Science 101, 102; Psychology 303; and Education 312, 315, 400, and 420.

Organ: Music 351, 453, 454, and 490; intermediate level of either French or German; and two terms of piano.

Piano: Music 451, 452, and 490.

Voice: Music 455, 456, and 490; sophomore level piano proficiency; Theatre 203; French 111 and German 111.

## **Recitals and Public Performance**

Music students are encouraged to give public performances contingent upon the student's musical development. A music major must obtain permission from his applied teacher for all public performances, solo or ensemble.

Each week, a laboratory-recital is held in which all students studying music are given an opportunity to gain experience in public performance. Except for first-term freshmen, music majors are required to perform in at least one of these recitals each term in each applied area studied.

All students who expect to receive a Bachelor of Music degree are required to give a recital in the senior year. Church music, organ, piano, and voice majors normally will be expected to give a half-recital in the junior year at the discretion of the applied teacher. As in the case of any solo performance sponsored by the Division, a student must pass a jury exam given for the entire music faculty at least one month prior to the recital date.

## **Recital Attendance Requirements**

Regular attendance at recitals and concerts sponsored or endorsed by the Division is considered an integral part of applied music study and will be required of all music majors. When absences from recitals and concerts indicate a serious lack of commitment to music performance, the student will be involuntarily withdrawn from his applied study after a formal warning from the Dean of the College.

## **General Music Courses**

The following courses are especially designed for students not majoring in music. Non-majors are also welcome to study applied music for course credit or audit. Voice Class, Woodwind and String Methods, Brass and Percussion Methods and Ensembles carry no special fee, but all private lessons in organ, piano, voice or orchestra instruments are subject to the special fee schedule published in the cost section of this catalog. Students enrolling in private lessons must contact the instructor prior to registration. All other music courses are open to all students with permission of the instructor.

<b>100</b>	<b>Music Fundamentals, Class Piano and Guitar</b>	<b>4 hpw</b>
This course is designed for the non-music major who wishes to gain an understanding of the basic fundamentals of music theory and the application of this knowledge in performing skills in piano and guitar. The course may serve as preparation for further study in music such as upper level history, theory, or literature courses, or private lessons in voice or instruments, as reinforcement for students, in teacher training programs, as a means of strengthening the background of music students with deficiencies, and in other ways.		
<b>251</b>	<b>The Enjoyment of Music (Music Appreciation)</b>	<b>4 hpw</b>
A basic course in the development of perception in listening to music for enjoyment; designed for the non-music major.		
<b>253, 254</b>	<b>Voice Class</b>	<b>3 hpw</b>
A basic course in vocal development and musicianship for non-music majors and beginning students in voice.		
<b>351</b>	<b>Music in Worship</b>	<b>4 hpw</b>
A study of the involvement of music in the Christian service of worship and total program of the local church, including examination of traditional liturgies and contemporary developments. Of primary concern is the development of a philosophy of music in worship.		

## **Studies in the Structure and Styles of Music**

Studies in the Structure and Styles of Music is a seven-term, interdisciplinary music program required of all music majors. The program combines studies in music theory, including form analysis and counterpoint, orchestration and music history. It is based upon the assumption that, for today's undergraduate, a study of music history must focus on a study of musical styles, and that a study of musical styles must be founded upon an understanding of the structure of music. Drill in ear-training, sightsinging, orchestration, keyboard and written harmony and counterpoint, and opportunities for creative composition are essential aspects of the program. Faculty members who are specialists in the theoretical and stylistic disciplines to be studied and who are skilled in relating these studies to the performing nature of music make up the teaching team for each term of the program.

### **101, 102 Freshman Year: Fundamentals of the Structure of Music**

**5 hpw**

The establishing of a foundation in music studies through the study of basic properties and notation of rhythm and pitch, tonality, formal characteristics of melody, the combination of melodies in the rudiments of counterpoint, chord structure and function from basic triads through secondary dominants and tonality change (modulation).



201	<b>Sophomore Year, Fall: Structure and Styles of Music in the Medieval Period and Renaissance</b>	5 hpw
Studies in the melodic and contrapuntal forms of music from Gregorian Chant and organum through the 16th century motet and madrigal.		
202	<b>Sophomore Year, Spring: Structure and Styles of Music in the Baroque Period</b>	5 hpw
Studies in the melodic, harmonic and contrapuntal formal structures from 1600 to 1750, with emphasis on stylistic understanding of major composers from Monteverdi and Schuetz through J. S. Bach and Handel.		
301	<b>Junior Year, Fall: Structure Music in the Classic Period and in the 19th Century</b>	5 hpw
Studies in the melodic, harmonic and fixed form structures of the pre-classic and classic periods, with emphasis on stylistic understanding of the major composers, including K.P.E. Bach, Stamitz, Mozart, Haydn and Beethoven, through Debussy, with emphasis on stylistic understanding of major composers including Schubert and Schumann, Chopin and Liszt, Verdi and Wagner, Berlioz and Rimsky-Korsakov.		
302	<b>Junior Year, Spring: Structure and Styles of Music in the 20th Century</b>	5 hpw
Studies in the melodic, harmonic and other formal structures from 1917 to the present, with emphasis on understanding of the stylistic developments of neo-romanticism in Richard Strauss and Milhaud, neo-classicism in Hindemith, duo-decaphonic music in Schoenberg, Berg and Webern, folk-influence in Bartok and Vaughan-Williams, American nationalism in Copland, eclecticism in Stravinsky, and electronic experimentation by Cage, Babbitt, Foss, Stockhausen and others.		
401	<b>Senior Year, Fall semester Structure and Styles</b>	5 hpw
A continuation of the six preceding semesters of the core music curriculum. Required of all senior music majors.		
<b>Music Education</b>		
256	<b>Woodwind and String Methods</b>	4 hpw
A course designed to give students a working knowledge of woodwinds and strings and of the methods and materials for teaching beginners. Open to all students.		
258	<b>Brass and Percussion Methods</b>	4 hpw
A course designed to give students a working knowledge of brass and percussion instruments and of the methods and materials for teaching beginners. Open to all students.		

353	<b>Music in the Elementary School</b>	5 hpw
A study of the fundamentals of music and the methods and materials for teaching music in the elementary school classroom. This course is designed for music education majors and for elementary education majors in accordance with the requirements of the state of North Carolina. The class will organize into sections according to musical development, working together at least one meeting per week in examination of current classroom materials.		
354	<b>Music in the Secondary School</b>	4 hpw
A study of the methods and materials of music in the junior and senior high school. Emphasis also given to instrumental and choral conducting and rehearsal techniques for the secondary school.		
<b>Music Pedagogy and Repertoire</b>		
304	<b>Choral Conducting and Methods</b>	3 hpw
A study of basic conducting techniques and of choral development and rehearsal techniques. Required of all B.M. music majors.		
355	<b>Choral Literature</b>	4 hpw
A study of sacred and secular choral literature from the Renaissance through the 20th century.		
451, 452	<b>Piano Literature and Pedagogy</b>	4 hpw
A study of the materials and methods of piano literature and teaching techniques. Lectures on materials and supervised practice teaching.		
453	<b>Organ Literature and Pedagogy</b>	4 hpw
A general survey of the history, construction, and literature of the organ. Special emphasis is placed on registration, modern teaching materials, and the organ music of J. S. Bach.		
454	<b>Service Playing</b>	4 hpw
The organization and performance of the church service from the organist's point of view. Special attention is given to hymn playing, modulation, simple improvisation, the accompaniment of anthems and sacred solos, and the planning of the service as a complete unity.		
455, 456	<b>Voice Pedagogy and Literature</b>	3 hpw
A study of the methods of solo voice teaching techniques for studio and class teaching, and a study of solo voice literature from Elizabethan song through the 20th century.		

**190, 290 Special Studies in Music**

**390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of music under faculty direction. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study in Music**

**399, 499**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

## **Applied Music**

Applied music study is open to all students of the college at the special fee scale listed in the costs section of this catalog. All applied study during a term will count as one course credit for that term. When two applied areas are studied concurrently, the first area listed will be the major and the second area the secondary applied.

Credit in applied music is granted by examination at the end of each term with the minimum standard of performance determined by the applied music faculty. Non-majors wishing to receive one course credit for applied study must register for an hour lesson per week. Non-majors wishing to enroll in applied music for no credit may register for either an hour or a half-hour lesson per week. No examination is required if enrolled for no credit. Non-majors are expected to consult with the applied teacher prior to enrollment.



- 0 Preparatory (non-credit)
- 1 first year of primary study
- 2 second year of primary study
- 3 third year of primary study
- 4 fourth year of primary study

*Numerals 0-4, above, designate achievement level. They are used in combination with two-digit listing below to indicate the achievement level in applied music; e.g., first year piano study is 111, 112; second year piano study is 211, 212.*

<input type="checkbox"/> 11, <input type="checkbox"/> 12 Piano <input type="checkbox"/> 13, <input type="checkbox"/> 14 Piano-Organ	<input type="checkbox"/> 15, <input type="checkbox"/> 16 Piano-Voice <input type="checkbox"/> 17, <input type="checkbox"/> 18 Piano-Orchestra Instrument
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All students enrolled in 111-118 for credit will meet for piano ensemble each week. All students with piano emphasis will meet piano class weekly.

<input type="checkbox"/> 21, <input type="checkbox"/> 22 Organ <input type="checkbox"/> 23, <input type="checkbox"/> 24 Organ-Piano	<input type="checkbox"/> 25, <input type="checkbox"/> 26 Organ-Voice <input type="checkbox"/> 27, <input type="checkbox"/> 28 Organ-Orchestra Instrument
<input type="checkbox"/> 31, <input type="checkbox"/> 32 Voice <input type="checkbox"/> 33, <input type="checkbox"/> 34 Voice-Piano	<input type="checkbox"/> 35, <input type="checkbox"/> 36 Voice-Organ <input type="checkbox"/> 37, <input type="checkbox"/> 38 Voice-Orchestra Instrument

All students enrolled in 131-138 for credit will meet an additional two hours per week for the study of voice diction: phonetics and their use in pronunciation of Italian, German, and French vocal literature.

<input type="checkbox"/> 41, <input type="checkbox"/> 42 Orchestra Instrument <input type="checkbox"/> 43, <input type="checkbox"/> 44 Orchestra Instrument-Piano <input type="checkbox"/> 45, <input type="checkbox"/> 46 Orchestra Instrument-Organ <input type="checkbox"/> 47, <input type="checkbox"/> 48 Orchestra Instrument-Voice
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## **Ensembles**

All ensembles are open to all students of the College. Students enrolled in performing organizations are required to participate in all performances of such organizations. Offered each fall and spring term, ensembles carry one course credit upon completion of four terms of ensemble work.

### **051 Choral Ensembles**

Students wishing to enroll in a choral ensemble must have an interview with the director of choral music, who will assign the student to an appropriate ensemble.

#### **St. Andrews College Choir**

**4 hpw**

The St. Andrews College Choir has achieved high distinction for its musician-

ship and professional conduct on its annual tours of the United States and its tour of Great Britain and Europe in 1971 and 1974. Membership is usually composed of about 50 percent non-music majors and 50 percent music majors. All students admitted to membership are expected to enroll for the fall and spring terms of the academic year and are expected to maintain a minimum cumulative grade average of 2.0.

**St. Andrews Chorale** **4 hpw**

The St. Andrews Chorale prepares at least two major chorale works each year. Ordinarily, students will be expected to sing with the Chorale before becoming members of the College Choir.

**St. Andrews Chamber Singers** **3 hpw**

A small vocal ensemble specializing in the performance of Renaissance and Contemporary vocal chamber music. Performances given on and off campus throughout the year. Non-credit.

**052 Instrumental Ensembles** **4 hpw**

Students wishing to enroll in an instrumental ensemble must do so through the instructor of instrumental music, who will assign the student to an appropriate ensemble.

**St. Andrews College Band** **4 hpw**

**St. Andrews Brass Ensemble (non-credit)** **3 hpw**

**054 Music Theatre** **2 hpw**

Music Theatre is an ensemble course in which students study and prepare for performance scenes from opera and other music theatre. The course utilizes the close relationship of the music and theatre programs within the Division through consultation, guest lecturing, and use of equipment.

## **Religion**

*Professor Bullock (Chairman); Associate Professors Crossley, Doubles, Hix*

### **Major in Religion**

Requirements for the major in religion include 12 courses, of which seven are required (three in biblical studies, two in history of religions, and two in theology and ethics) plus five electives. At least eight courses must be 300-400 level courses. The following options are available for meeting these requirements in whole or in part:

- (A) A contract major in religion in which the student, aided by a faculty adviser, will design a major program mutually acceptable to the student and the religion faculty.
- (B) A pre-graduate school core program in which the student would complete four reading courses in the field of religion during the four terms of the sophomore and junior years. These courses would be designed by the religion faculty and would prescribe reading lists of increasing depth each term, on which the student would be examined. The religion faculty will be available for conferences with the student concerning the material being read in any given term. These four reading courses will count as two 200-level and two 300-level courses.
- (C) A senior research program. After completing six courses, prior to the senior year, a student with senior standing may elect to combine two Guided Independent Studies in the fall term and two in the spring term under the direction of one religion professor. The student will be given a comprehensive reading list in the spring term under the direction of one religion professor. The student will be given a comprehensive reading list in the selected area for research. He or she will submit a preliminary paper at the end of the fall term for grading purposes, and will take a comprehensive written and oral examination at the end of the spring term. The student's major will be identified as "Religion Major with Special Emphasis in \_\_\_\_\_."
- (D) The pre-graduate school core program and senior research program may be combined in a three-year program.

Graduate schools usually require reading competence in French and German. Courses in these languages are therefore strongly recommended for anyone planning graduate studies.

### **Major in Religion and Philosophy**

Requirements for the joint major in religion and philosophy are determined for each applicant by an agreement approved by the divi-

sion. The student, aided by a faculty adviser, will design a major program mutually acceptable to the student and the division. The program should include at least eight courses on the 300-400 level. The student is encouraged to include courses in other departments enhancing his or her program. The joint major in religion and philosophy is recommended for students who do not intend to pursue graduate studies in the disciplines.

### **Courses in Religion**

Courses of the 300-400 level are designed for juniors and seniors and are open to others only by special permission.

<b>103</b>	<b>Introduction to the Study of Religion</b>	<b>3 hpw</b>
An introduction to the fields and methodologies in the study of religion. Descriptions and interpretations of the nature of religion, religious experience, and religious dimensions of human life will be examined in the context of liberal learning.		
<b>105</b>	<b>Understanding the Bible</b>	<b>3 hpw</b>
This course is designed to introduce the student to the major themes and ideas of the Old and New Testaments in their historical context. It is offered primarily for non-majors who want a general course in Biblical study.		
<b>205</b>	<b>Literary Interpretation</b>	<b>3 hpw</b>
This course introduces students to methods for determining what an author actually wrote, what sources he drew on, and the significance of the literary forms he used. Part of the course will involve the use of the computer for linguistic and literary analysis. Prerequisites: Selected Topics in Modern Science 101-102, St. Andrews Studies 101, 102.		
<b>206</b>	<b>The Old Testament World</b>	<b>3 hpw</b>
A study of the East Mediterranean coastlands during the Iron Age and including the Hellenistic Period. The course will examine the geographical, technological, literary, and cultural developments of this 1,000 year span in which many of the Western world's most significant characteristics were initially formulated.		
<b>208</b>	<b>Religious Traditions of the Middle East</b>	<b>3 hpw</b>
A comparative study of Islam and Judaism, their origins, developments, interactions, and contemporary situations. Special attention is given to fundamental concepts, values and institutions.		
<b>210</b>	<b>Religious Traditions of East Asia</b>	<b>3 hpw</b>
A study of the major religions of China and Japan. Special attention is given to Confucian, Taoist, Shinto, and Buddhist traditions and to their interactions.		
<b>212</b>	<b>Theology of the Reformation</b>	<b>3 hpw</b>
A study of the formative period of Protestantism. Through an examination of the writings of Luther, Calvin, Hooker, etc., the student will be introduced to		

the major doctrines of Christianity and to the relationship of the formulation of those doctrines by the reformers to their expression by medieval Catholicism and also to subsequent Protestant thought since the Reformation.

213	<b>Christian Ethics and Contemporary Social Problems</b>	<b>3 hpw</b>
	An investigation of the presuppositions of Christian faith and its applications to life. Possible areas of treatment: the new morality and social conscience; work and leisure; affluence and poverty; modern social forces of urbanism, industrialism, secularism; the church and power structures; and race and the Christian conscience.	
301	<b>Luke-Acts</b>	<b>4 hpw</b>
	A study of the two-volume New Testament work which deals with the origin and development of the Christian church. The course will focus on the theology of the author as it is expressed in both the form and content of the work.	
304	<b>The Biblical Prophets</b>	<b>4 hpw</b>
	An examination of the roots and development of the concern of Biblical religious faith with society. This course places heavy emphasis upon the Old Testament prophets. A knowledge of French or German will be helpful.	
306	<b>Religious Thought of America</b>	<b>4 hpw</b>
	An investigation of selected movements, men, and ideas that have contributed significantly to the development of American religious traditions.	
312	<b>Studies in Buddhism</b>	<b>4 hpw</b>
	An investigation of selected areas of the Buddhist tradition, with emphasis on Buddhist responses to intellectual and institutional changes in the modern world. (Also offered as Philosophy 312.)	
401	<b>Modern Christian Thought</b>	<b>4 hpw</b>
	A survey of contemporary trends in Christian thought. The works of such leading 20th century theologians as Barth, Brunner, Bultmann, Niebuhr, Tillich, and Bonhoeffer are studied. The place of the "death of God" theologians is also considered.	
403	<b>Paul</b>	<b>4 hpw</b>
	A study of the major ideas of the apostle Paul as these are found in his letters. Particular emphasis will be placed on the doctrines of God, man, and salvation.	
405	<b>The Fourth Gospel</b>	<b>4 hpw</b>
	A study of the major themes in the Gospel according to John with special emphasis on the author's adaptation to the cultural changes faced by the church in the Hellenistic world. Attention is also given to the first letter of John.	
407	<b>Studies in Hinduism</b>	<b>4 hpw</b>
	An investigation of selected areas of the Hindu tradition, with emphasis on Hindu responses to intellectual and institutional changes in the modern world. (Also offered as Philosophy 407.)	

**190, 290**

**390, 490 Special Studies in Religion**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of religion under faculty direction. The level of work will be indicated by the course number used.

**199, 299**

**399, 499 Guided Independent Study in Religion**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

## **Philosophy**

*Professor Alexander; Associate Professor Crossley; Assistant Professors Ludlow, Prust (Chairman)*

### **Major in Philosophy**

Requirements for the major in philosophy include 12 courses in philosophy. At least eight of these courses must be 300-400 level courses. For a student planning to do graduate work in philosophy the following courses are recommended: Philosophy 210, 301, 302, 303, 304, 312, 401, and 407.

Graduate schools usually require reading competence in French and German. Courses in these languages are therefore strongly recommended for anyone planning graduate studies.

### **Major in Religion and Philosophy**

Requirements for the joint major in religion and philosophy are determined for each applicant by an agreement approved by the division. The student, aided by a faculty adviser, will design a major program mutually acceptable to the student and the division. The program should include at least eight courses on the 300-400-level. The student is encouraged to include courses in other departments enhancing his or her program. The joint major in religion and philosophy is recommended for students who do not intend to pursue graduate studies in the disciplines.

### **Courses in Philosophy**

Courses of the 300-400-level are designed for juniors and seniors and are open to others only by special permission.

100	<b>Introduction to Philosophy</b>	3 hpw
	A systematic consideration of the basic problems of philosophy, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society. Recommended as a first course in philosophy.	
210	<b>Introduction to Logic</b>	3 hpw
	A study of traditional and Aristotelean logical structures and categories, including a consideration of the necessary components of an argument, analyses of arguments presented in ordinary language, recognition of arguments containing informal fallacies, and an introduction to inductive or inferential processes.	
212	<b>Ethics</b>	3 hpw
	A critical and systematic evaluation of the historical alternatives which confront men today with regard to the meaning of such categories as right and wrong, good and evil, and justice and injustice. Open to first and second year students.	
213	<b>Aesthetics</b>	3 hpw
	A critical examination of what men have considered beautiful and perceptually satisfying or pleasing. The course involves an historical study of the norms used to evaluate the beautiful as well as a systematic study of the relation of beauty to reality, to the beholder, and to the artist. Open to first and second year students.	
214	<b>Philosophy of Religion</b>	3 hpw
	A survey of the various philosophical investigations of religious experience and truth claims. Rational, empirical, existential, and analytic approaches will be explored for their answers to a number of problems, such as the basis for religious truth claims, the relationship of religious truth to historical and scientific truth, the validity of arguments for the existence and nature of God, and the difference between Eastern and Western religious thought. Open to first and second year students.	
215	<b>Philosophy of Science</b>	3 hpw
	A systematic and critical study of the methodologies of the social and natural sciences, including an analysis of their presuppositions, sources, concepts and aims. The course also examines assumptions about the nature of man, including the indeterminant aspects of man's participation in and knowledge of the world. Recommended for students in the social and natural sciences and students in the humanistic disciplines who wish to reflect upon the scientific enterprise. Open to first and second year students.	

216	<b>Existentialism</b>	3 hpw
The philosophy of existence, studied through the works of such thinkers as Nietzsche, Sartre, Jaspers, Berdyaev, Ortega, Buber, and Camus. Existentialism in its influence in political theory, literature, and the fine arts is also treated. Open to first and second year students.		
301	<b>The Beginnings of Philosophy</b>	4 hpw
The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, the first philosophers in the Western world, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.		
302	<b>Jewish, Christian and Islamic Philosophy</b>	4 hpw
A study of philosophy as created by Jewish, Christian, and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contributions of such men as Augustine, Anselm, Averroes, Maimonides, and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered.		
303	<b>Modern Philosophy and the Scientific Revolutions</b>	4 hpw
A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and man. The course concentrates on the major figures from Descartes to Kant.		
304	<b>Recent Philosophy and the Social Revolutions</b>	4 hpw
A study of the development of thought from Kant to Hegel and of the varieties of reaction to Hegelianism, including that of Kierkegaard, Nietzsche, and Marx. Some consideration will be given to other nineteenth century philosophers.		
311	<b>Advanced Logic</b>	4 hpw
A study of the modern developments in logic which extend the formal structures to include not only categorical sentences and syllogistic forms but also truth-functional logic and quantificational symbol systems. Prerequisite: Philosophy 210		
312	<b>Studies in Buddhism</b>	4 hpw
An investigation of selected areas of the Buddhist tradition, with emphasis on Buddhist responses to intellectual and institutional changes in the modern world. (Also offered as Religion 312.)		
401	<b>Contemporary Philosophy of Language Analysis</b>	4 hpw
An investigation of the various schools of language analysis which have developed in this century. Russell, Wittgenstein, the logical positivists, G. E. Moore, and such contemporary thinkers as Austin, Strawson, and Ryle will be considered.		

403	<b>Phenomenology</b>	4 hpw
An examination of the origins of this influential contemporary philosophy in Husserl and a study of its development in other contemporary thinkers such as Max Scheler, Maurice Merleau-Ponty, Erwin Straus, Paul Ricoeur, and John Wild.		
404	<b>American Philosophy</b>	4 hpw
An investigation of American contributions to philosophy. Emphasis upon the works of James, Royce, Santayana, Whitehead and Dewey.		
406	<b>Advanced Problems in Philosophy</b>	4 hpw
A critical examination of current philosophic problems and their historical antecedents, with special attention given to the student's abilities to face these problems creatively and imaginatively. Prerequisite: senior standing.		
407	<b>Studies in Hinduism</b>	4 hpw
An investigation of selected areas of the Hindu tradition, with emphasis on Hindu responses to intellectual and institutional changes in the modern world. (Also offered as Religion 407.)		
190, 290	<b>Special Studies in Philosophy</b>	
390, 490		
This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of philosophy under faculty direction. The level of work will be indicated by the course number used.		
199, 299	<b>Guided Independent Study in Philosophy</b>	
399, 499		
This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.		

## Theatre

*Associate Professor McDonald (Chairman); Assistant Professor Nar-ramore; Instructor Carson*

### **Major in Fine Arts with an Emphasis in Theatre**

The fine arts major with an emphasis in theatre includes the following major requirements: nine theatre courses (Theatre 201 or 202, 203, 205, 301, 302, 306, 404, 490, and one elective), Music 251, and one course in art.

Requirements for those students seeking teacher certification in theatre arts are: Theatre 201, 202, 203, 205, 301, 302, 306, 313, 404, and 490; Psychology 303 or Education 308; and Education 312, 315, 400, and 420-421. The student majoring in this program is encouraged to concentrate the electives in a particular area (English, modern foreign language, social studies, etc.) so that he or she might be qualified to teach in a subject area in addition to theatre. The student is encouraged to take Music 251 and courses in art. An evaluation of the student's work with the Highland Players and an indication of the areas in which the student has demonstrated leadership with the St. Andrews theatre group will be attached to the student's teacher education record.

## **Courses in Theatre**

<b>101</b>	<b>Introduction to the Theatre</b>	<b>3 hpw</b>
The course outline will follow the evolution of a play from playwright to performance. There will be an introduction to dramatic literature as well as materials related to theatre production. The course will make use of films and studio demonstrations.		
<b>201</b>	<b>Fundamentals of Speech</b>	<b>3 hpw</b>
A basic introduction to the study of voice and diction, oral interpretation and public speaking.		
<b>202</b>	<b>Oral Interpretation</b>	<b>3 hpw</b>
An introduction to problems of oral communication with laboratory work in individual projects and readers' theatre.		
<b>203</b>	<b>Acting I</b>	<b>3 hpw</b>
A basic course that explores acting techniques through laboratory exercises, demonstrations, and public performances.		
<b>204</b>	<b>Acting II</b>	<b>4 hpw</b>
Projects and performances of one-act plays and scenes from longer plays.		
<b>205</b>	<b>Technical Theatre</b>	<b>4 hpw</b>
An introduction to the areas of technical theatre: set construction, costumes, lighting, and properties. Lectures and laboratory.		
<b>301</b>	<b>Theatre History and Literature I</b>	<b>4 hpw</b>
History of the theatre and dramatic literature from the Greeks to the 18th century.		

302	<b>Theatre History and Literature II</b>	4 hpw
History of the theatre and dramatic literature from the Romantics to the contemporary theatre.		
306	<b>Scene Design and Lighting</b>	4 hpw
A study of the techniques and principles of design. Designing for the proscenium and open stage will be considered.		
307	<b>A History of the Motion Picture</b>	4 hpw
A basic introduction to the history of the motion picture with emphasis on the development of techniques of film making. Lectures, film showings, and laboratory.		
308	<b>Filmmaking</b>	4 hpw
A basic introduction to the techniques of filmmaking including scripting, motion picture photography, editing, sound recording and lighting. The student will furnish his own film and recording tape. Lecture, discussion and laboratory work.		

#### **Theatre**

313	<b>Teaching Theatre in the Schools</b>	
A study of the art and methodology of teaching theatre, including brief teaching experience in a secondary school.		
404	<b>Directing</b>	4 hpw
Methods and theories of play direction are examined through lectures and experiments. Each student will produce a one-act play as a term project.		
490	<b>Special Studies in Theatre History or Dramatic Literature</b>	

Research projects with approval of instructor.

#### **199, 299 Guided Independent Study in Theatre Arts**

**399, 499**

Opportunity for majors to pursue areas of special interest.

Division of the

# Mathematical, Natural, & Health Sciences

*Chairman: Donald G. Barnes*

## Programs

Biology  
Chemistry  
Physics  
Physical Education

## Majors

Biology  
Business-Chemistry  
Chemical Physics  
Chemistry  
Mathematics  
Mathematics and Computer Science  
Physical Education

Pre-medical  
Pre-dental  
Pre-veterinary  
Pre-paramedical

A variety of careers in the health sciences may be pursued at St. Andrews where students can develop expertise in medically related skills such as electron microscopy, nuclear magnetic resonance spectroscopy, gas chromatography, and radioactive isotope techniques.

Pre-medical and pre-dental students can receive a complete background for their professional training. These students are encouraged to develop elective areas of interest while completing the required courses in biology, chemistry, physics, and mathematics. Investigative laboratories and participation in ongoing faculty research promote a problem-solving orientation to science which is valuable in future studies. In addition, pre-medical students are also encouraged to have the experience of a medical internship taken at a local hospital.

Medical technology certification and the Bachelor of Science degree is normally conferred after three years of study at St. Andrews and one year of clinical training at an American Medical Association-approved school of medical technology. The three-year program at St. Andrews is designed to meet minimal entrance requirements in the medical technology schools and includes the following courses: Biology 201, 202, 210, 302, 305; Chemistry 201, 202, 303, 304; and Math 115 and 205. Specific schools of medical technology may require additional entrance requirements. St. Andrews has a special cooperative arrangement in the medical technology program with the following schools: Bowman Gray School of Medicine, Winston-Salem, N.C.; Duke University Medical Center, Durham, N.C.; Grady Memorial Hospital, Atlanta, Ga.; Medical College of Virginia, Richmond, Va.; Presbyterian Hospital and Charlotte Memorial Hospital, Charlotte, N.C.; and Rex Hospital, Raleigh, N.C.

Curricula which prepare for physical therapy certification usually require two to three years of study at St. Andrews and one or two years of training at a school of physical therapy. The completion of the Rehabilitation and Evaluation Center on the campus and the development of programs in paraplegic and quadriplegic education and housing provide a unique experimental environment for the student of physical therapy at St. Andrews.

Courses of study leading to careers in social medicine, cytotechnology, nursing, inhalation therapy, optometry, and veterinarian medicine are also available. Curricula which provide for the completion of precise requirements for entrance into the above professional schools are designed by the student in consultation with the Pre-Medical Committee.

## **Biology**

*Assistant Professors Applegate Blair, Clausz (Chairman), Styron*

### **Major in Biology**

The curriculum for the biology major is designed by the student

with the aid of a faculty advisory team. The major requirements therefore consist of a program mutually acceptable to the student and the advisory team. The student's program is then approved by the faculty of the Division of the Mathematical, Natural, and Health Sciences. This flexibility enables pre-medical and pre-dental students to construct their major program to meet the requirements of the specific professional school of their choice. A student intending to go to graduate school in biology or other related fields such as anthropology, sociology, or psychology may also tailor his program to the requirements of a particular school. Programs may also be constructed by the student to meet his needs if he plans to teach in secondary schools or enter industry or government. Students who anticipate not using their biological training in post baccalaureate studies or profession may elect a series of courses which best meet the needs of their liberal arts education. The biology major program, including supporting disciplines, does not require more than 16 courses.

## **Courses in Biology**

<b>201</b>	<b>Organismal Biology</b>	<b>6 hpw</b>
A general survey of the animal and plant kingdoms with emphasis on morphology, evolutionary relationships, and classification. Lecture: three hours; laboratory: three hours. Prerequisite or co-requisite: Natural Science 101, 102 or consent of the instructor. Offered each fall term.		
<b>202</b>	<b>Genetics</b>	<b>6 hpw</b>
The principles of heredity at the organismal and molecular level. Topics treated in lecture include Mendelian genetics, cytoplasmic heredity, population genetics and the molecular aspects of mutation and protein synthesis. Lecture: three hours; laboratory: three hours. Prerequisite or co-requisite: Natural Science 101, 102 or consent of the instructor. Offered each spring term.		
<b>205</b>	<b>Environmental Biology</b>	<b>6 hpw</b>
An introduction to the basic concepts of environmental biology especially emphasizing population problems, ecosystem dynamics, and the mechanisms of evolutionary development. Lecture: three hours; laboratory: three hours. Prerequisite or co-requisite: Natural Science 101, 102 or consent of the instructor. Recommended: Biology 201. Offered each fall term.		
<b>207</b>	<b>Human Anatomy and Physiology</b>	<b>6 hpw</b>
An introduction to human biology covering anatomical structure and function of various systems: skeletal, muscular, digestive, endocrine, nervous, urinary, reproductive and integumentary. Offered on an alternate year basis beginning Fall 1973. Prerequisite: Biology 201 or consent of the instructor.		

210	<b>Microbiology</b>	6 hpw
A study of microorganisms and their activities. Primarily a laboratory course emphasizing the staining properties and biochemical activities of bacteria, activities of viruses, structure of algae and fungi, immunology, and microbial ecology. Lecture topics include population growth, microbial taxonomy, immunology and disease. Offered on alternate year basis beginning in 1975. Prerequisite: Biology 201 or consent of the instructor.		
302	<b>Cell Physiology</b>	7 hpw
A study of the structure, function, and dynamics of living cells with emphasis on the cell environment, bioenergetics, biological pathways, and coordination. Lecture: four hours; laboratory: three hours. Prerequisite: Biology 201, 202 and Chemistry 201, 202. Offered each fall term.		
305	<b>Growth and Development</b>	7 hpw
Chemical, physical, and morphological aspects of growth and development as exemplified by plants and animals. The concepts and relationships of fertilization, growth, differentiation, morphogenesis, systems control and feedback, and organogenesis are discussed. Lecture-discussion: four hours; laboratory: three hours. Prerequisite: Biology 202 and Chemistry 201 and 202. Recommended: Biology 302 or Chemistry 404. Offered each spring term.		
308	<b>Radiation Biology</b>	7 hpw
An introduction to the theory and applications of radiological techniques in biology. Text and lecture will provide a technical and historical background, and students will provide state of the art information through seminars and laboratory projects. Topics included are introduction to radioisotopes, experimental techniques in radioisotope tracer studies, and effects of ionizing radiation on biological material. Offered on an alternate year basis beginning spring 1975. Prerequisites: Biology 201 and 202, Biology 205 or consent of the instructor.		
<b>190, 290 Special Studies in Biology</b>		
<b>390, 490</b>		
This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of biology under faculty direction. Topics will vary from year to year, but typical topics are: advanced genetics, cytology, evolution, field botany, marine embryology, mycology, ornithology, and quantitative biology. The level of work will be indicated by the course number.		
<b>199, 299 Guided Independent Study in Biology</b>		
<b>399, 499</b>		
This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted for division approval on the proper forms. The level of work will be indicated by the course number.		

## **Chemistry**

*Professor Miller; Associate Professors Barnes, Wetmore (Chairman); Assistant Professor Stephens*

### **Major in Chemistry**

Courses of study within the Chemistry Program are designed to meet the needs of the individual student. The course requirements for a chemistry major are developed by the student with the chemistry faculty and submitted to the Division of Mathematical, Natural, and Health Sciences for approval. Once approved, successful completion of a course of study satisfies the degree requirements of the Division of Mathematical, Natural, and Health Sciences. The flexibility of the program allows each student to direct his or her program toward a specific career goal such as medicine; dentistry; law; health, environmental, and industrial science; research; or teaching. The Chemistry Program, including supporting disciplines, does not require more than 14 courses.

The chemistry curriculum is a concept-centered spiral approach that cuts across many of the traditional divisions of chemistry. In the laboratory, standard experiments and manuals have been replaced by an integrated series of open-ended projects. The usual laboratory-course pairings are those listed in the course descriptions.

### **Major in Chemical Physics**

The interdisciplinary major in chemical physics has been designed by the division to open a field of study which is concerned with the fundamental understanding of matter at the molecular level. Generally classed as a theoretical science, chemical physics is interdisciplinary in nature and will appeal to the student who is more interested in the quantitative and mathematical description of molecular behavior than he is in its qualitative and experimental aspects.

### **Major in Business-Chemistry**

The Chemistry Program participates in an interdisciplinary business-chemistry major designed for those with a strong interest in management in technically oriented fields. For major requirements, see the description under the Business Administration Program.

## Courses in Chemistry

<b>201</b>	<b>Bonding and Structure I</b>	<b>6 hpw</b>
An introduction to the basic concepts of bonding and structure with emphasis on chemical periodicity and the atomic and molecular orbital theories of chemical bonding. Lecture: three hours; laboratory: three hours (See Laboratory I below). Prerequisite or co-requisite: Natural Science 101 or consent of the instructor. Offered each fall term.		
<b>202</b>	<b>Chemical Reactions I</b>	<b>6 hpw</b>
An introductory treatment of organic reactions with emphasis on structure-activity correlations. Lecture: three hours (See Laboratory II below). Prerequisites: Natural Science 101 or consent of the instructor. Offered each spring term.		
<b>301</b>	<b>Bonding and Structure II</b>	<b>4 hpw</b>
The quantitative aspects of the theories of bonding and structure are emphasized. Molecular orbital theory is used to examine progressively more complex systems. The theoretical and practical aspects of spectroscopy are explored as a tool in the determination of molecular structures. Lecture: four hours. Prerequisite: Chemistry 201. Prerequisite or co-requisite: Physics 201. Offered each fall term.		
<b>303</b>	<b>Chemical Reactions II</b>	<b>7 hpw</b>
An integrated study of organic reactions emphasizing structure, bonding, mechanisms, kinetics, and thermodynamics. Lecture: four hours; laboratory: three hours (See Laboratory III below). Prerequisite: Chemistry 202. Offered each fall term.		
<b>304</b>	<b>Chemical Reactions III</b>	<b>7 hpw</b>
A treatment of inorganic and organic reactions in solution with emphasis on equilibria calculations and applications to analytical chemistry. Lecture: four hours; laboratory: three hours (See Laboratory IV below). Prerequisite: Chemistry 202. Offered in even-numbered academic years, spring term.		
<b>306</b>	<b>Thermodynamics and Kinetics I</b>	<b>4 hpw</b>
Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Lecture: four hours. Prerequisite: Chemistry 201. Offered each spring term.		
<b>341</b>	<b>Instrumentation</b>	<b>7 hpw</b>
An introduction to basic electronics and its applications to electrochemistry. Prerequisite: Physics 202. Offered in odd-numbered academic years, spring term.		
<b>401</b>	<b>Bonding and Structure III</b>	<b>7 hpw</b>
More current techniques of treating chemical bonding will be examined and		

discussed. The universal simplifying concept of symmetry will be studied and applied to problems of molecular properties, structure and reactions. Lecture: four hours; laboratory: three hours (See Laboratory V below). Prerequisite: Chemistry 301. Offered in even-numbered academic years, spring term.

**402 Chemical Reactions IV (Biochemistry) 4 hpw**

A study of the principles of chemistry as applied to biochemical systems. Lecture: four hours. Prerequisite: Chemistry 202. Offered in even-numbered academic years, fall term.

**406 Thermodynamics and Kinetics II 7 hpw**

Applications of classical thermodynamics are investigated in relation to real gases, phase transitions, solutions and electrolytic solutions. Relationships between the macroscopic and microscopic are noted in the development of statistical mechanical concepts. The current literature is used to study more recent developments in molecular kinetics and dynamics. Lecture: four hours; laboratory: three hours (See Laboratory VI below). Prerequisite: Chemistry 306. Prerequisite or co-requisite: Physics 202. Offered spring term of odd-numbered academic years.

**190, 290 Special Studies in Chemistry**

**390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of chemistry under faculty direction. Topics will vary from year to year, but typical topics will be: chemistry of drugs, consumer chemistry, environmental chemistry, forensic chemistry, geochemistry, radiochemistry, and science and society.

**199, 299 Guided Independent Study in Chemistry**

**399, 499**

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted for division approval on the proper forms. The level of work will be indicated by the course number.

## **Project-Oriented Laboratories**

### **Laboratory I**

The identity of unknown compounds are deduced through their spectral properties and derivatives, and selected physical properties of the compounds are measured.

### **Laboratory II**

A mixture of two liquids is separated. Each component is then subjected to various chemical and physical tests for identification and characterization.

### **Laboratory III**

A series of short-term research projects.

#### **Laboratory IV**

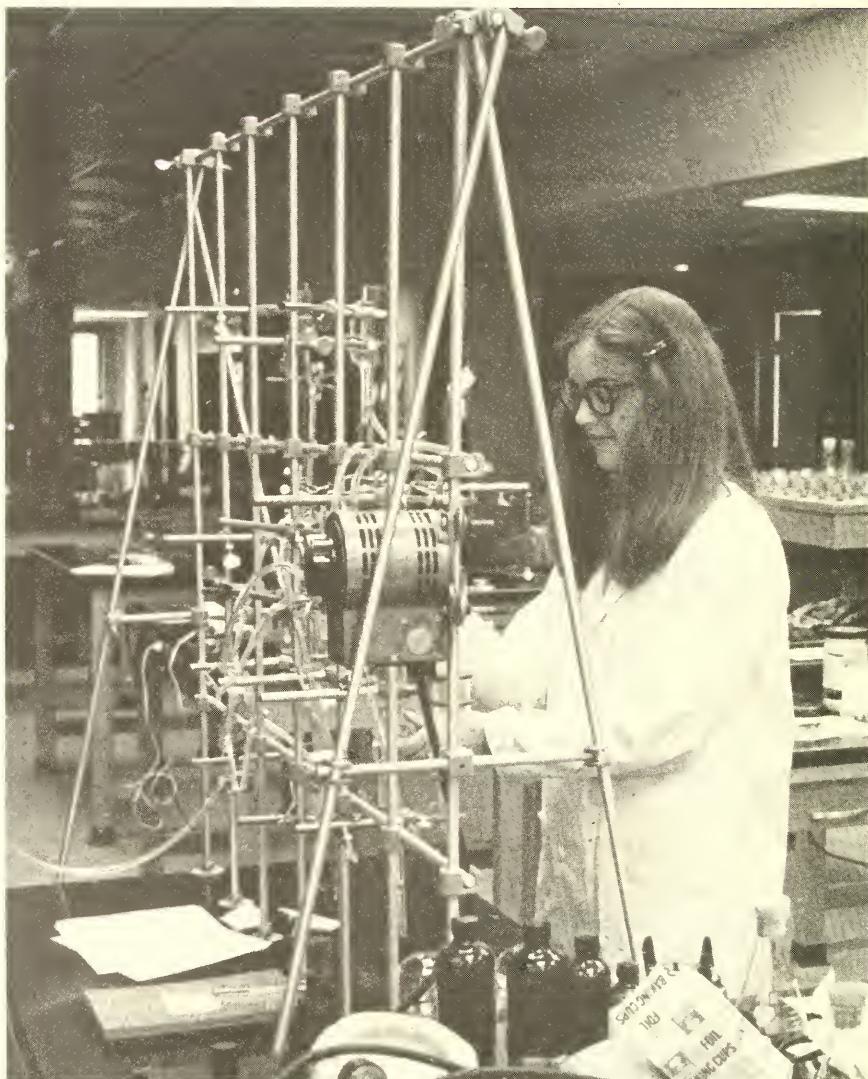
A coordination compound is synthesized and characterized by structure determination and physical properties.

#### **Laboratory V**

An individual research project based on a written proposal approved by the faculty. The results, expected to be of publishable significance, will be presented in a formal scientific paper.

#### **Laboratory VI**

An individual research project, often a continuation of Laboratory V.



# **Mathematics and Computer Science**

*Associate Professors Somerville (Chairman), Morgan, Rolland*

## **Major in Mathematics**

The mathematics major consists of 10 courses in mathematics and computer science, including Math 471, one course in computer science, and one course in probability or statistics. Math 207, 208, and 313 cannot be used to satisfy this requirement, and only one of Math 113 and 115 may be used.

Students who expect to pursue graduate study in mathematics are encouraged to take Math 361 and 362 and to obtain a basic reading knowledge of French or German. Those who plan to teach in the secondary schools should take Math 330. Math 313 is required for Class A certification as a secondary teacher of mathematics in the North Carolina schools.

## **Major in Mathematics with Concentration in Computer Science**

The student who completes four courses in computer science while satisfying the requirements for a mathematics major may have the major designated as Mathematics with Concentration in Computer Science.

## **Courses in Mathematics**

<b>110</b>	<b>Logic, Proof and Systems</b>	<b>3 hpw</b>
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This course is designed to give the student some insight into mathematics by examining two of its fundamental tools, language and logic. Topics include deductive logic, quantificational logic, valid arguments, strategies of proof, and mathematical and non-mathematical systems. The emphasis is on the logic of structures in mathematics rather than particular mathematical content. The course serves both the general liberal arts student and the student who wishes to continue the study of mathematics.

<b>113</b>	<b>Mathematics for the Social and Behavioral Sciences</b>	<b>3 hpw</b>
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A foundation course with special emphasis on preparation for statistics. Topics include matrices, solutions of linear systems, inequalities, linear programming, and probability.

<b>115</b>	<b>Elementary Functions and Coordinate Geometry</b>	<b>3 hpw</b>
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A foundation course in precalculus mathematics. Topics include real number axioms, absolute value, inequalities, and graphs, as well as polynomial, rational, exponential, logarithmic, and trigonometric functions.

<b>121, 122 Calculus</b>	<b>4 hpw</b>
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A study of differential and integral calculus of the elementary functions of one variable, including techniques and applications, and limits of sequences and series. Students with a limited knowledge of the material in Math 115 are advised to take Math 115 before Math 121. Prerequisite for Math 121: Permission of the instructor. Prerequisite for Math 122: Math 121.

<b>205 Statistics</b>	<b>3 hpw</b>
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An introduction to elementary statistical measures, statistical inference, hypothesis testing, probability models, analysis of variance, regression and correlation. Students with limited mathematical confidence are advised to take Math 113 before Math 205. Prerequisite: Two years of high school algebra. Offered each spring.

<b>207 The Real Number System and Its Subsystems*</b>	<b>3 hpw</b>
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An axiomatic study of the real number system is developed through investigation of other systems of numeration, the natural numbers, integers, rationals and irrationals. Emphasis will be on underlying concepts and techniques. This course is especially appropriate for elementary education majors. Students who enroll in this course should have had a year each of high school algebra and geometry. Offered each fall.

<b>208 Structures of Algebra and Geometry*</b>	<b>3 hpw</b>
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The fundamental structures of elementary algebra and geometry are studied. Various algebraic and geometric systems are investigated. Students will gain experience in developing abstractions, logical deductions, and applications. This course is especially appropriate for elementary education majors. Prerequisite: Math 207.

<b>221 Linear Algebra</b>	<b>4 hpw</b>
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A study of vector spaces, linear independence, linear transformations, the dot product in  $R^N$ , matrices of linear transformations. Prerequisite: Math 121 or permission of the instructor.

<b>223 Multivariable Calculus</b>	<b>4 hpw</b>
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The algebra of  $n$ -space, functions of several variables and their derivatives, directional derivatives, chain rules, extrema problems, multiple integrals, an introduction to line integrals, and Green's Theorem. Prerequisite: Math 122.

<b>313 The Teaching of Mathematics*</b>	<b>3 hpw</b>
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A study of the principles and objectives of secondary mathematics, general and specific techniques, organization of content and enrichment material including the history of mathematics. Prerequisite: permission of the instructor. Offered each spring.

\*These courses do not count toward mathematics major requirements.

330	<b>Geometry</b>	3 hpw
A re-examination of geometry from a modern axiomatic viewpoint. The essential content of this course is Euclidean geometry. Prerequisite: permission of the instructor.		
340	<b>Ordinary Differential Equations</b>	3 hpw
General and special methods for the solution of linear differential equations and some special nonlinear ones together with existence and uniqueness theory for first order nonlinear equations including the Cauchy Euler method. The computer may be used to aid in calculations necessary for approximate solutions. Prerequisite: Math 122.		
361, 362	<b>Introductory Real Variable Theory</b>	3 hpw
The real number system, set theory, countability of the rationals and uncountability of the reals, Euclidean spaces, Bolzano-Weierstrass and Heine-Borel Theorems, metric spaces, completeness, continuity, differentiation, the integral series of complex numbers, series of functions and series expansions are investigated. Prerequisite for Math 361: Consent of the instructor. Prerequisite for Math 362: Math 361.		
471	<b>Algebraic Structures</b>	3 hpw
An introduction to the algebraic structure of groups, rings, integral domains, fields, and graphs. Prerequisite: Consent of the instructor.		
190, 290	<b>Special Studies in Mathematics</b>	
390, 490		
This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of mathematics under faculty direction. The level of work will be indicated by the course number.		
199, 299	<b>Guided Independent Study in Mathematics</b>	
399, 499		
This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted for division approval on the proper forms. The level of work will be indicated by the course number.		

## Courses in Computer Science

110	<b>Introduction to Computer Science</b>	3 hpw
A foundation course in computer programming with an introduction to algorithm construction, data structures, computer design and operation, and applications to various areas of study.		
202	<b>Artificial Languages</b>	3 hpw
A study of the fundamental structures of both natural and artificial languages, including formal definitions and specifications of syntax and semantics.		

<b>301</b>	<b>Data Structures</b>	<b>3 hpw</b>
A study of the basic concepts of data organization, including techniques for the storage and processing of information. Prerequisite: Computer Science 202.		
<b>302</b>	<b>Operating Systems</b>	<b>3 hpw</b>
A study of the structure and operation of large multiprogramming computer systems. Prerequisites: Computer Science 202 and 301.		

## **Physics**

*Associate Professors Barnes, Rolland*

### **Major in Chemical Physics**

A description of the major is under the Chemistry Program.

### **Courses in Physics**

<b>201, 202 General Physics</b>	<b>6 hpw</b>
Basic concepts in the classical fields of mechanics, heat, sound, light, electricity and magnetism, including introduction to modern physics. Lecture: 3 hpw; laboratory: 1 three-hour. Prerequisite: Math 121. Offered each fall and spring.	
<b>305 Analytical Mechanics</b>	<b>6 hpw</b>
Development of new mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies, harmonic oscillator, and introductory La Grangian and Hamiltonian mechanics. Lecture: 3 hpw; Prerequisites: Physics 201, Math 122.	
<b>306, 307 Waves and Electromagnetic Fields</b>	<b>6 hpw</b>
Classical analysis of periodic phenomena leads into the treatment of the electromagnetic field by Maxwell's equations. Systems treated include electro- and magnetostatics, electromagnetic waves and their interaction with matter, and radiation. Lecture: 3 hpw; Prerequisites: Physics 202, 305, Math 223.	
<b>405 Quantum Mechanics</b>	<b>4 hpw</b>
An introduction to the fundamentals of quantum mechanics examining the wave function, wave equation, operators, representations and perturbation theory. These tools will be applied to relatively simple systems such as the harmonic oscillator and the hydrogen atom. Lecture: 4 hpw. Prerequisites: Math 223 and Physics 307.	
<b>190, 290 Special Studies in Physics</b>	
<b>390,490</b>	

This course, initiated by the professor, provides opportunity for small classes

to do intensive study and research in some special field of physics under faculty direction. Topics will vary from year to year. The level of work will be indicated by the course number.

### **199, 299 Guided Independent Study in Physics**

**399, 499**

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

## **Science Education**

### **313 Materials and Methods in the Teaching of High School Science**

**4 hpw**

This course is designed to familiarize the student with the contents and objectives of modern high school science courses and with desirable methods of presentation. Prerequisite: Introductory courses in college biology, chemistry, and physics. This course is for those students planning to fulfill the requirements of the North Carolina State Department of Public Instruction.

## **Health and Physical Education**

*Professor Smith (Chairman); Assistant Professors Whiteley, Williams; Instructor Quillen*

The Physical Education Program is comprised of the major program, the required program, intramural athletics, intercollegiate athletics, and recreational activities on an informal basis.

### **Major in Physical Education**

Requirements for the major: A minimum of twelve courses in physical education which must include Physical Education 210, 211, 214, 314, and 403; Biology 290 and an introductory psychology course. Each major student is required to demonstrate competency in a variety of physical education activities.

Each student's program will be developed with a departmental advisor to best fit the interest of the student. The two major tracks are for those interested in teaching and for those interested in adapted programs for handicapped persons. Students interested in teacher certification will have to include in their program certain education courses including a student internship.

Students majoring in Elementary Education may elect a concentration program in physical education. Majors in other subject matter

areas with an interest in coaching interschool sports may select appropriate courses to prepare them for work in this area.

### **Required Physical Education Program**

Every student in the College who is a candidate for a degree must complete satisfactorily four terms of physical education which constitute one full course. Full course credit is given only when all four terms are completed. In addition, all freshmen and transfer students must demonstrate proficiency in swimming. The emphasis in this program is on life-time sports.

*The first two regular terms* of the physical education requirement must be satisfied by registration in and satisfactory completion of any of the activity courses offered in the catalog.

The swimming proficiency requirement may be satisfied by passing a basic swimming test or satisfactory completion of a beginning swimming class, PE 101. It is suggested that the first two regular terms and the swimming proficiency requirement be completed in the freshman year.

*The second two regular terms* of required physical education may be satisfied in the following ways:

1. Continued registration in activity courses listed in the catalog. Courses previously completed cannot be repeated with the exception of PE 250, intercollegiate athletics.
2. Competency testing (skill and knowledge), which is available in selected activities each fall and spring term.
3. Contracts for credit that may be worked out with the physical education staff members in the following areas:
  - a. off-campus formal instruction by an expert in the activity.
  - b. on-campus instruction by an expert in the activity.
  - c. intramural athletics.

PE 250 (intercollegiate athletics), competency testing, and contracts are graded on a pass-fail basis.

### **Activity Courses**

101	<b>Beginning Swimming</b>	<b>2 hpw</b>
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Upon entrance into the College all freshmen or transfer students must take a basic swimming test. If that test is failed, the student is urged to register for this class. Fall and spring terms.

103	<b>Adaptive Physical Education</b>	<b>2 hpw</b>
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In cooperation with a physical therapist and the physical education staff, a student with limited physical ability is placed in the adaptive program, and whenever possible, in some phase of the normal program. This course may be repeated by physically limited students to complete the one course requirement for graduation. Fall and spring terms.

110-115

- 110 Touch Football—Soccer 2 hpw
- 112 Handball 2 hpw
- 113 Raquetball—Squash 2 hpw
- 114 Conditioning and Development 2 hpw
- 115 Weight Training 2 hpw

120-126

120	Field Hockey—Volleyball	2 hpw
123	Raquetball	2 hpw
124	Modern Dance	2 hpw
125	Body Mechanics/Conditioning	2 hpw
126	Self Defense for Women	2 hpw

201-207

201	Recreational Games—Bowling, Billiards, Table Tennis	2 hpw
202	Badminton—Archery	2 hpw
203	Beginning Golf	2 hpw
204	Volleyball	2 hpw
205	Beginning Tennis	2 hpw
207	Intermediate Swimming and Junior Life Saving	2 hpw
208	Tumbling—Gymnastics	2 hpw

301-309

301	Advanced Bowling	2	hpw
302	Advanced Tennis	2	hpw
303	Advanced Golf	2	hpw
304	Advanced Tumbling and Gymnastics	2	hpw
305	Folk Dance	2	hpw
306	Senior Life Saving	2	hpw
307	Water Safety Instruction	2	hpw
308	Advanced Badminton	2	hpw
309	Squash	2	hpw
313	Advanced Weight Training	2	hpw

250

## Varsity Athletics

For any term in which a student participates in a varsity sport he may receive a credit in a P. E. activity course, but no more than 4 terms may be credited to P. E. activity.

### Theory Courses

210 Personal and Community Health

3 hnw

A study of health facts and basic attitudes toward health practices fundamental to wholesome living for the college student. Recommended for all students.

211	<b>Introduction, History, and Principles of Physical Education, Health Education, and Recreation</b>	<b>3 hpw</b>
	An orientation to the field of physical education, health education, and recreation. Basic principles of modern physical education and historical background, stressing aims and objectives.	
212	<b>Movement Education</b>	<b>3 hpw</b>
	This course deals with the techniques of having children discover their own solutions to carefully stated movement problems. Emphasis is on helping children to explore their own movement capabilities in the space around them.	



214	<b>First Aid and Sports Medicine</b>	3 hpw
Basic instruction in first aid methods for the home, school, and community. A further study of the prevention, care, and reconditioning of athletic injuries. Successful completion of this course qualifies the student for the American Red Cross First Aid Certificate.		
215	<b>Officiating in Major and Minor Sports</b>	3 hpw
A study of the rules and the mechanics of officiating in sports for men and women with secondary emphasis placed on those minor sports usually included in the secondary school program. Those interested in acquiring a rating in the different sports may contact the instructor.		
300	<b>Principles of Adapted Physical Education</b>	3 hpw
An introduction into physical education for the exceptional student. Special emphasis will be placed upon understanding of physical and mental limitations and adapting the physical education program to these limitations.		
310	<b>Organization and Administration</b>	4 hpw
A course dealing with the policies and problems of organization and administration of Health and Physical Education and Athletic programs in schools. It includes program construction in physical education, plant facilities, scheduling load, instruction evaluation, and financing of the program.		
311	<b>Evaluation in Physical Education</b>	4 hpw
A course designed to inform the student in construction and effective use of written and skills tests. Emphasis on how to compute and use the results of the test.		
312	<b>Team Sports: Skills and Techniques</b>	4 hpw
A detailed study of methods, materials, and techniques of teaching team sports. Emphasis on basketball, soccer, and baseball.		
313	<b>Teaching Physical Education in the Secondary Schools</b>	4 hpw
Development of courses of study, instructional units, and lesson plans for secondary schools. Observations and abbreviated teaching experiences in junior and senior high schools.		
314	<b>Kinesiology</b>	4 hpw
This course offers an analysis of movement to provide the means to understand and apply kinesiological principles to all phases of physical activity. Emphasis includes basic anatomy and motor behavior, analysis of movement, application of Kinesiology to skills and the psycho-social influence on how an individual learns and improves his performance.		
316	<b>Individual and Dual Sports: Skills and Techniques</b>	4 hpw
A detailed study of methods, materials and techniques used in the teaching of individual and dual sports. Emphasis on track and field, tennis and golf.		

401	<b>Recreational Activities and Therapeutic Exercise for the Exceptional Student</b>	4 hpw		
A practical approach to the organization and administration of recreational activities and therapeutic exercise programs for the exceptional student. Prerequisite: Physical Education 300.				
402	<b>Physiology of Exercise</b>	3 hpw		
Physiology of exercise is concerned with human functions under the stress of muscular activity; thus it provides a basis for the study of physical fitness and athletic training. The course is organized into three parts: (1) selectively reviews the most pertinent areas of basic physiology; (2) relates this knowledge directly to practice in physical education; and (3) relates the principles of physiology directly to the current problems in physical education and athletics.				
403	<b>Senior Seminar in Physical Education</b>			
Discussions in class will center on current trends and concerns in the field of physical education. Each student will do extensive study in an area of special interest.				
<b>190, 290 Special Studies in Physical Education</b>				
390, 490				
Courses will be initiated by the professor to enrich the major program. In most cases the courses will be offered during the winter term and summer school.				
W41	<b>Teaching Health Education and Physical Education in the Elementary Schools</b>	Winter Term		
Principles, practices, and procedures in health education and physical education activities for the elementary school including organizing and conducting such a program. Methods and materials in group games of low organization. Required of all elementary education majors.				
<b>The Varsity Program</b>				
The athletic program at St. Andrews is approved by and has full membership in the National Collegiate Athletic Association (NCAA), Division 3. St. Andrews is a charter member of the Dixie Intercollegiate Athletic Conference (DIAC)—an athletic conference whose members do not award athletic scholarships.				
Currently nine varsity sports are offered to our male students:				
Fall—cross country, soccer				
Winter—wrestling, bowling, basketball				
Spring—tennis, golf, track, baseball				
The women's intercollegiate sports program includes:				
Fall—volleyball				
Winter—basketball				
Spring—tennis				

# Admissions

## Cost

## Academic Scholarships

## Financial Aid

## Admissions

### **General Admissions Procedures**

An application is attached at the back of this catalog, but is also available by writing the Office of Admissions. The completed form should be returned to the Director of Admissions with a non-refundable \$15 application fee. Then the applicant will receive the other application materials.

Additionally, any applicant planning a major in music for a Bachelor of Arts degree or seeking a Bachelor of Music degree is encouraged to make application to the Chairman of the Music Program to arrange an audition. Such an audition would preferably be scheduled during the year preceding entrance to the College. If this is impossible, the student may audition by tape or during the first week of the term upon entering the College.

### **Application for the Freshman Class**

The student interested in attending St. Andrews as a freshman should submit an application early in his or her senior year of high school. While there is no application deadline, places in the next year's freshman class are filled throughout the year, but primarily in the fall and winter.

St. Andrews requires an official high school transcript, a recommendation from the high school, and scores from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Assessment Program (ACT).

No specific grade average in high school or test result assures admission to the College. Each applicant's total record is evaluated before admission is approved or denied. In addition to the high school academic record and test result, the major factors considered include rank in class, the types of subjects studied, proficiency in English, personal attributes, and interests and involvements in school and community activities.

Preparatory training should emphasize the traditional academic subjects. The recommended high school credits include four units of English, two or more units of a foreign language, three units of mathematics (two of algebra and one of plane geometry), two units of social sciences, two units of natural sciences, and two or more units in electives. An applicant who has not taken all the recommended subjects will not be denied admission for this reason alone, provided course credits are reasonably similar to those recommended.

Applicants will be notified of their acceptance or rejection soon after the College receives their first semester senior grades and their senior SAT or ACT scores. Those applicants who are accepted are expected to notify the College of their intent to enroll by May 1, the Uniform Candidate's Reply Date.

### **Early Admission and Deferred Admission of Freshmen**

St. Andrews offers an early admission option for the exceptionally strong student academically with the approval of his or her high school guidance counselor. Such a student may seek admission to the College at the end of his or her junior year of high school if he or she has completed senior English.

The College permits anyone accepted for the freshman class to defer entrance to the College for a year after completing high school.

### **College Credit through Examination**

St. Andrews participates in both the Advanced Placement Program and the College Level Examination Program (CLEP) of the College Entrance Examination Board. Students achieving a score of four or five on any Advanced Placement Program examination will receive college credit in the subject at St. Andrews, while those achieving a score of three on any of these examinations may be placed in an advanced course in the subject. This policy applies only to those examinations in fields of study similar to courses in the College's program of study and does not exclude a student from meeting the general education requirements for a degree.

### **Application for Transfer**

St. Andrews accepts transfer students from accredited colleges and universities into any class. Students wishing to transfer to the College should have maintained at least a "C" average in all college

work undertaken. In support of an application, the College requires an official transcript of the academic record from each college or university attended.

### **Application by Graduates of Junior and Community Colleges**

Graduates of junior colleges and two-year community colleges who have completed a liberal arts program and received the Associate of Arts degree can expect junior standing as transfer students at St. Andrews.

### **Application by the Physically Handicapped**

St. Andrews requires applicants who are physically handicapped to follow certain additional procedures for admission. Detailed information is available from the Director of the Rehabilitation Center, Health, and Counseling.

### **Application by Foreign Students**

Foreign students applying for admission to St. Andrews may submit the results of the Test of English as a Foreign Language (TOEFL) or scores from the SAT or ACT.



## Campus Visits

Prospective students and their parents are encouraged to visit the St. Andrews campus to discuss the College and its programs and to familiarize themselves with the environs. The College recommends planning such visits during the regular academic year when the full complement of students, faculty, and administrators is available to answer questions.

While an appointment for an interview is not required, it is suggested. Those people planning a campus visit who have not already applied for admission to the College should send an official high school transcript with their request for an appointment to the Office of Admissions. Appointments are scheduled from 9 a.m. to 4 p.m. weekdays and on Saturday mornings throughout the year.

## Alumni Admissions Representatives

For those people who are unable to visit the campus, the College suggests that they contact one of the St. Andrews Alumni Admissions Representatives in their area. Those people now serving in this capacity are:

### CONNECTICUT

Ms. Wilma Reichard, Yale Divinity School, 409 Prospect St., New Haven, Conn. 06510

### FLORIDA

Mr. Harry Kraly, 1001 36th St., Apt. 142-T, West Palm Beach, Fla. 33407 Tel. (305)842-1956, 842-4606

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Mrs. Hand Barrett, 106 Brandywine Rd., Colonial Heights, Va.  
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Mr. Jim Pope, P.O. Box 654, Leesburg, Va. 22075 Tel.  
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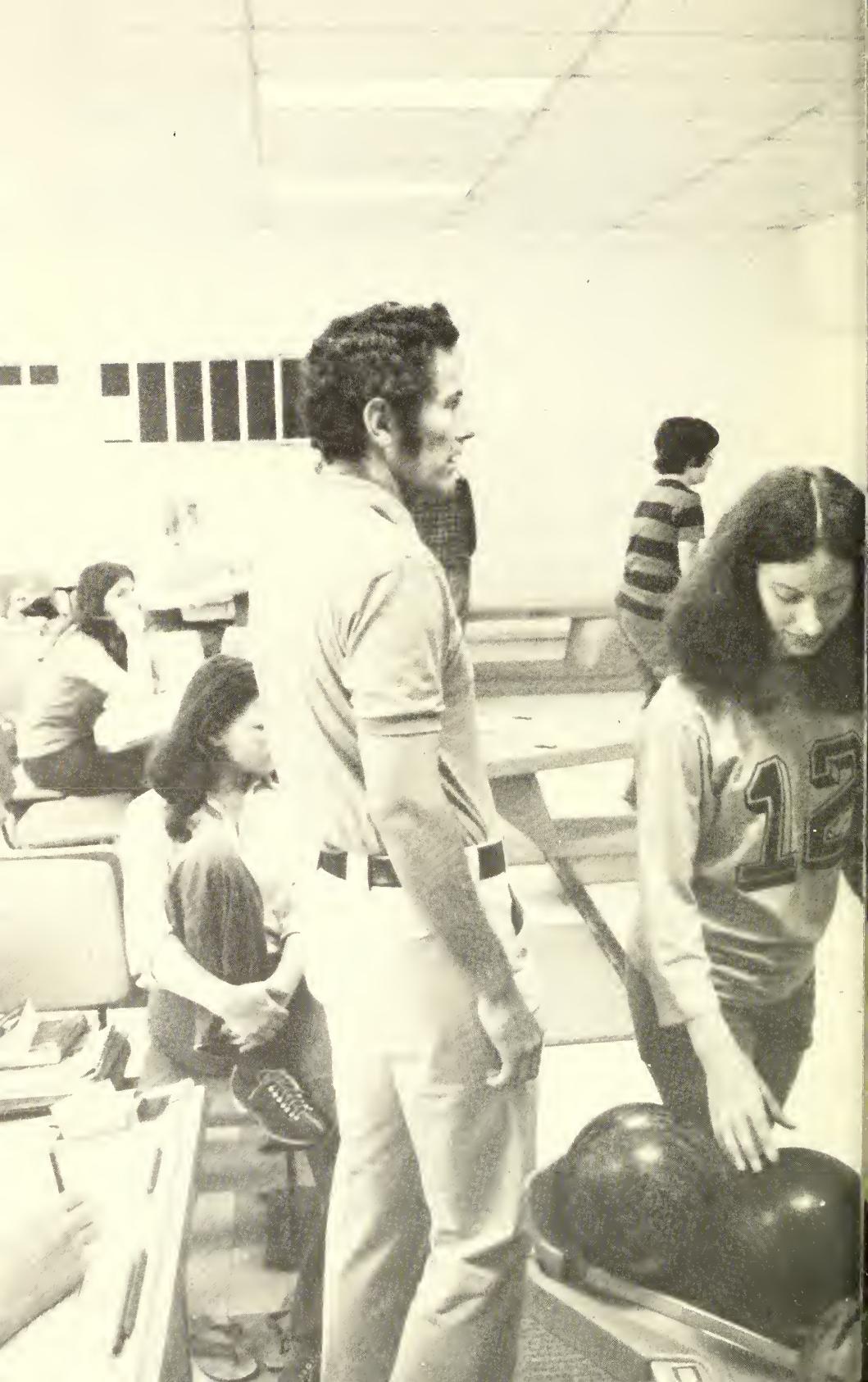
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Mr. and Mrs. Jackson Freeland, 1017 Dartmouth Ave., Charles-  
ton, W.Va. 25302 Tel. (304)343-8041



# Cost

Because of its church-related nature and concern for the individual, St. Andrews seeks to make its opportunities available to qualified students from diverse backgrounds. It makes a genuine effort to balance its comprehensive fee between the demands of quality education and the financial resources of many families. As discussed in detail in the next section, the College provides aid to enable qualified students to consider St. Andrews.

The College automatically classifies each student whose permanent residence is beyond commuting distance from the campus as a resident student unless he or she receives written approval as a non-resident student. Students may apply for non-resident status through the Office of the Dean of Students. When non-resident status is approved after the beginning of a term, charges are prorated according to the time spent in each status.

## **Cost for Resident Students (Both In-State and Out-of-State)**

Tuition	\$1940
Fees (health services, lab fees, publications, lecture and concert series)	160
Room (double occupancy)	400
Board (seven days a week)	655
Total	\$3155

## **Cost for Non-Resident Students (Both In-State and Out-of-State)**

Tuition	\$1940
Fees (health services while on campus, lab fees, publications, lecture and concert series)	160
Total	\$2100

Resident and non-resident students will incur additional expenses for books, laundry, and incidentals.

## **Schedule of Payments of the Fees**

### **For resident students**

Room reservation deposit due May 1 (non-refundable after May 1)	\$ 100
Balance of Fall/Winter term fees due August 31	1630
Spring term fees due January 31	1425
	\$3155

For non-resident students	
Fall/Winter term fees due August 31	\$1150
Spring term fees due January 31	950
	\$2100

Any other arrangement for payment must be made with the College Business Office prior to registration. Financing plans available through private companies have enabled many students to arrange their payments to fit more conveniently with family budgets. For information, contact the College Business Office.

### **Summer Term Fees**

#### Charges per five-week session:

Tuition per course	\$160
Room and board	185
Music fees:	
For two one-hour lessons per week	100
For one one-hour lesson per week	50
For one half-hour lesson per week	25
Campus Post Office Box Fee	1

### **Expenses for Physically Handicapped Students**

Physically handicapped students, their parents, and vocational rehabilitation counselors should contact the Director of the Rehabilitation Center, Health, and Counseling at St. Andrews for special services to the handicapped.

### **Student Accident and Sickness Insurance**

St. Andrews makes available each year a low-premium accident and sickness insurance plan to full-time students through the cooperation of a commercial insurance company. The College recommends strongly that parents secure such protection for their sons and daughters if adequate coverage is not provided through family or individual insurance programs. A letter and brochure explaining this plan will be mailed to every student following his or her acceptance.

### **Laundry Rental Service**

A laundry rental service is available. Information describing this service will be sent to a student after he or she has paid the room reservation deposit.

## **Winter Term Food Credit**

Each boarding student participating in a St. Andrews winter term course off-campus will automatically be given credit for the meals which will be missed because of his or her group being away from the campus. No action will be required on the part of the student to receive the credit.

Credit will also be given to each boarding student taking an approved winter term exchange course at another college or university, provided the student submits to the College Business Office a written request prior to the beginning of the winter term, showing the approval of his faculty adviser and the Registrar.

The credit is applied to the student's account in January rather than being refunded prior to the trip. The credit will be figured at the rate of \$2 per day, counting breakfast, lunch, and dinner as 1/6, 2/6, and 3/6 of a day respectively.

## **Cancellation of Registration, Withdrawals, and Refunds**

Students who register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the registrar. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure. Information on the procedure for withdrawal from the College and refunds made by St. Andrews if withdrawal occurs during the first three weeks of the fall or spring term are in the section "Academic Information."

## **Refund Insurance**

Withdrawals and other absences do not reduce the operating costs of the College because commitments for salaries and other operating costs are on an annual basis. For this reason the College has found it necessary to restrict its refund period to the first three weeks of the fall and spring terms. (See above) However, parents who wish to insure against unforeseen contingencies which could cause the student to leave school later in the academic period may obtain refund insurance to cover the major causes of separation. Coverage is available on an optional basis, only at the scheduled time of registration, for a fee of \$55 for the combined fall and winter terms and \$45 for the spring term. Further information is available from the College Business Office.

## **Schedule of Payment of Other Fees**

Other fees, which may apply, are due when they are assessed and are payable at the College Business Office. Continuous non-payment will result in other penalties including withholding of transcripts and preventing subsequent registration for classes at the College.

## Other Fees

Music Fees (cost per term, fall or spring)	
One hour or more of lessons per week	\$120
One half-hour lesson per week	60
Acccompanist	15
Rental of instruments (per instrument)	10
Late Registration Fee (Applies if a student fails to complete registration and pay fees before the first day of classes)	15
Change of Schedule Fee (Applies for changes in a program of courses after the approved drop-add period)	
Per course added	5
Per course dropped	1
Course Fee for a Reduced Load (Charge for less than three courses in the fall or spring terms or for one course during the winter term)	
Fee per course	300
Campus Post Office Box Fee (Required of all students enrolled in any course)	2
Graduation Fee (required of all graduating seniors)	15

# Academic Scholarships

St. Andrews seeks to encourage and formally recognize superior academic achievement through scholarship awards. The following awards are granted without regard to financial need:

St. Andrews Distinguished Scholars Award — Ten competitive scholarships awarded annually to entering freshmen on the basis of superior academic achievement and outstanding citizenship with annual stipends of \$2,000 each for four years.

Presidential Scholarships — Ten competitive scholarships awarded annually to entering freshmen who are finalists in the St. Andrews Distinguished Scholars competition with annual stipends of \$750 each for four years.

Valedictory Scholarships — Awarded annually to students ranking first in their high school class with annual stipends of \$250 each.

Sophomore Honor Scholarships — Ten scholarships awarded annually to sophomores who have compiled the highest academic averages above a 3.5 grade-point average through the winter term of their sophomore year with a stipend of \$500 over and above any other aid they may be receiving, but not exceeding the total cost of attendance.

Academic scholarships are renewable automatically if the recipient continues to meet the scholastic and citizenship conditions outlined for each particular scholarship. As a general rule, academic scholarship recipients must maintain no less than a cumulative "B" average and must exhibit evidence of good citizenship.





# Financial Aid

St. Andrews believes that the primary financial responsibility for a student's education lies with the student and his family. However, effort will be made to see that no academically qualified student is denied a St. Andrews education for lack of funds.

Gifts from churches and friends of St. Andrews, together with general funds administered by the College, make possible a financial aid program to meet the demonstrated needs of many students. St. Andrews awards more than \$400,000 annually in scholarships and financial aid to about 40 per cent of our students. The awards vary from several hundred dollars to almost the full cost of attendance.

All forms of financial aid at St. Andrews are based on need with the exception of the grants and scholarships for exceptional academic ability and a few specialized work grants.

## **Application for Financial Aid**

A student seeking financial aid should apply for admission to St. Andrews and financial aid simultaneously. The Parents' Confidential Statement or, if he or she is completely self-supporting or independent, the Student's Financial Statement must be filed with The College Scholarship Service specifying St. Andrews as the recipient. Or, an aid applicant may submit the Family Financial Statement to the American College Testing Student Need Analysis Service. These statements are available from high school guidance counselors and principals or in the Office of Admissions. They should be submitted to the College Scholarship Service or the ACT Student Need Analysis System by February 15 and no later than March 1 to be assured consideration for financial aid. However, applications for financial aid will be considered whenever they are received. The College will notify each applicant immediately after the Financial Aid Committee determines the amount of the award.

## **Financial Aid Awards**

Financial aid is ordinarily awarded as a combination of a grant or scholarship, workship, or loan.

**Grants** — These consist of grants awarded by the College from its resources or Supplementary Educational Opportunity Grants and Basic Educational Opportunity Grants derived from federal funds. The

student's family must apply for Basic Educational Opportunity Grants; applications are available in the Office of Financial Aid.

Scholarships — These are assigned to the academically talented students in place of or in addition to a grant.

Workship — This is the St. Andrews name for a part-time campus job with an average work load of 10 hours weekly. A student with a workship is expected to earn \$500 to \$600 annually, which is applied to his or her account. If applicable, social security and taxes are withheld from this amount.

Loans — These are National Direct Student Loans or similar loans made possible by federal funds. Loans from the College may be available for a few students who may not be eligible for federal loans. National Direct Student Loans carry a three percent annual interest rate accruing nine months after a student leaves the College with payments beginning one year after he or she leaves the College.

## **Renewal of Financial Aid**

A student must reapply for financial aid each academic year by having a Parents' Confidential Statement or a Student's Financial Statement sent to the College Scholarship Service. Aid usually continues at the same level each year, unless a student's resources or his parents' expected contribution changes. All enrolled students receiving aid automatically receive information on how to apply for renewal awards. Other students should request application before March 1.

While the Director of Financial Aid is happy to assist, each student must exercise his own initiative to keep the College informed of needs and of changes in his financial resources. For renewal, or changes in aid plans, students should observe the following additional requirements:

- (1) All students receiving assistance from the College through grants-in-aid, loans, or work opportunities are to maintain at least a cumulative "C" average. Any exception must be specifically provided for in writing from the Director of Financial Aid. All students must exhibit evidence of good citizenship for continuation of a financial aid plan with the College.
- (2) All students receiving assistance based upon need must report changes in financial resources, academic or citizenship problems which affect their status at the College, changes in marital status, and changes in campus or home address.

It is strongly recommended that resident students in need of financial aid avoid the additional financial burden of maintaining a motorized vehicle on campus.

# History

In the early 1950's the Presbyterians of North Carolina were faced with the problem of too many colleges for their financial resources. They obtained a grant from the Ford Foundation to conduct an over-all study of the program of Christian higher education in the Synod of North Carolina. One of the results of the study was a decision by the Synod in 1955 to merge several of its colleges into one at a new site.

A board of trustees was elected with representation from the boards of trustees of the merging schools after these boards had signed the agreement of consolidation. The official agreement of consolidation was filed with the Secretary of State in Raleigh on May 28, 1958, and was called the Charter of the Consolidated Presbyterian College.

Subsequently, another foundation grant enabled the Synod to conduct a study leading to the new features of the St. Andrews curriculum and student life. Long periods of planning by the Board went into the campus design, the curriculum and administrative organization of the new college.

St. Andrews was named in late 1960 after a careful study by a subcommittee of the Board of Trustees. The name has great historical and traditional significance in the Protestant heritage. Not only was Andrew one of Christ's disciples, but the name "Andrew" is Greek and means "manhood" or "valor." The University of St. Andrews in Scotland also was a key factor in the development of Protestant higher education in Scotland.

The merging institutions contributed years of experience and time-honored traditions to the new college. Flora Macdonald College, named for the colorful Scottish heroine, was founded in Red Springs by Fayetteville Presbytery in 1896. First called Red Springs Seminary, the name was changed in 1903 to Southern Presbyterian College and Conservatory of Music in recognition of its outstanding academic program in music. In 1914 Dr. James A. Macdonald of Toronto suggested that the name be changed to Flora Macdonald.

In 1928 the Synod of North Carolina authorized the establishment of the Presbyterian Junior College for Men in Maxton, and that institution rendered valuable service to North Carolina youth until it became a part of St. Andrews.

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**DEAN OF STUDENTS**, Malcolm C. Doubles, Ph.D.

**LIBRARIAN**, Richard J. Lietz, M.S. in L.S.

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PHYSICIAN, David A. Williams, M.D.  
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ST. ANDREWS STUDIES, Director, Ronald C. Crossley, Ph.D.  
STUDENTS, Assistant Dean of Students, David McNair, M.A.  
WINTER TERM, Coordinator, Carl W. Geffert, M.A.

## **The Faculty (1974-75)**

### **EMERITI**

Robert F. Davidson, Dean Emeritus  
B.A., Davidson College; M.A., Oxford University; Ph.D., Yale University

Louis C. LaMotte, Professor of Greek and Director of Summer School Emeritus  
B.A., Presbyterian College of South Carolina; M.A., University of South Carolina; B.D., Columbia Theological Seminary; Th.M., Princeton Theological Seminary; Th.D., Union Theological Seminary; D.D., Presbyterian College

James E. Carver, Professor of English Emeritus  
B.A., University of Richmond; M.A., University of North Carolina at Chapel Hill; Ph.D., New York University

Carol Robertson, Professor of History Emeritus  
B.S., George Peabody College; M.A., Columbia University

Ethel Bateman, Associate Professor of Physical Education Emeritus  
B.A., Winthrop College; M.A., Columbia University

Margaret W. Bowen, Associate Professor of Religious Education  
Emeritus  
B.A., Mary Baldwin College; M.A., Columbia University

Floyd E. James, Associate Professor of Mathematics Emeritus  
B.A., Hanover College; M.A., University of North Carolina at Chapel Hill

Genevieve M. Neighbors, Associate Professor of Education and Social Science Emeritus  
B.A., Flora Macdonald College; B.A., University of North Carolina at Chapel Hill

Leta W. McIntyre, Associate Professor of Business Education Emeritus  
B.S., Winthrop College; M.Ed., University of North Carolina at Greensboro

Gentry W. Wade, Associate Professor of Business and Economics  
Emeritus  
B.S., Oregon State College; M.A., New York University

## PROFESSORS

William M. Alexander, Professor of Philosophy and Religion (1961)  
A.B., Davidson College; S.T.M., Harvard Divinity School; PhD., Princeton Theological Seminary

Victor C. Arnold, Dean of the College and Professor of History (1971)  
B.A., Western Michigan University; M.A., Ph.D., University of Wisconsin

Carl D. Bennett, Professor of English and Division Chairman (1959)  
B.A., M.A., Ph.D., Emory University

Philip Leslie Bullock, Professor of Religion (1948)  
B.S., North Texas State College; B.D., Th.M., Th.D., Union Theological Seminary in Virginia

James V. Cobb, Jr., Professor of Music (1972)  
B.A., B.M., Southwestern at Memphis; M.A., Boston University; D.M.A., University of Illinois

John P. Daughtrey, Professor of Education and Psychology and Chairman of the Teacher Education Program (1956)  
B.S., University of Virginia; M.S., University of North Carolina at Chapel Hill; Ed.D., University of Florida

Rodger W. Decker, Professor of Education and Psychology (1952)  
B.A., Hope College; M.A., State University of New York at Albany; Ed.D., Columbia University

Donald J. Hart, President of the College (1969)  
B.A., Lake Forest College; M.A., Ph.D., University of Wisconsin

Harry L. Harvin, Professor of History and Politics (1960)  
B.A., Wofford College; M.A., Ph.D., Duke University

Herbert A. Horn, Professor of Piano (1963, 1969)  
B.M., DePaul University; M.M., D.M.A., University of Southern California

G. Tyler Miller, Jr., Professor of Chemistry and Human Ecology (1966)  
B.S., Virginia Military Institute; M.S., Ph.D., University of Virginia

Helen Rogers, Professor of Music Theory (1955)  
B.M., Susquehanna University; M.M., Northwestern University;  
Ph.D., Indiana University

Alvin H. Smith, Professor of Psychology (1965)  
B.A., M.Ed., Ph.D., University of Missouri

Julian L. Smith, Professor of Physical Education (1972)  
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B.A., M.A., Baylor University; Ph.D., University of Texas (English);  
M.A., Ph.D., Princeton University (Religion)

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A.B., A.M., Syracuse University; Ph.D., University of Wisconsin

#### ASSOCIATE PROFESSORS

Donald G. Barnes, Associate Professor of Chemistry and Physics and Division Chairman (1967)  
B.A., College of Wooster; Ph.D., Florida State University

Ronald H. Bayes, Writer-in-Residence and Associate Professor of English (1968)  
B.S., M.S., Eastern Oregon College; University of Pennsylvania, 1959-60

Margaret W. Bennett, Serials Librarian and Cataloger (1961)  
B.A., Valdosta State College; A.B. in L.S., Emory University

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B.A., Samford University; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University

Julian M. Davis, Business Manager and Associate Professor of Business Administration (1972)  
B.S., Georgia Institute of Technology; C.P.A., State of Georgia; Ed.D., University of Florida

Malcolm C. Doubles, Dean of students and Associate Professor of Religion (1965)  
B.A., Davidson College; B.D., Union Theological Seminary in Virginia; Ph.D., University of St. Andrews, Scotland

J. Rodney Fulcher, Associate Professor of History (1962)  
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Arthur W. McDonald, Associate Professor of Speech and Theatre (1962)  
B.A., University of Georgia; B.D., Union Theological Seminary in Virginia; M.A., University of North Carolina at Chapel Hill; University of Indiana, 1967-68

David A. McLean, Associate Professor of Anthropology (1962)  
B.A., Davidson College, B.D., Union Theological Seminary in Virginia; M.A., Ph.D., University of Witwatersrand

Stuart A. Marks, Associate Professor of Anthropology (1970)  
B.S., North Carolina State University; M.S., Ph.D., Michigan State University

George E. Melton, Associate Professor of History and Division Chairman (1968)  
B.S., Davidson College; M.A., Ph.D., University of North Carolina at Chapel Hill

William H. Morgan, Associate Professor of Mathematics (1961, 1970)  
B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Georgia

Catharine E. Neylans, Associate Professor of French (1958)  
B.A., Wesleyan College; M.A., Ph.D., University of North Carolina at Chapel Hill

Donald G. Paxton, Associate Professor of Business and Economics (1972)  
B.S., M.S., Oklahoma State University; Ph.D., Tulane University

William W. Roland, Associate Professor of Computer Science and director of the Computer Center (1968)  
B.A., King College; Ph.D., Duke University

William H. Somerville, Associate Professor of Mathematics (1971)  
B.A., King College; Ph.D., University of North Carolina at Chapel Hill

Alfred E. Thomas, Director of the Career and Personal Counseling Center and Associate Professor of Psychology (1970)  
Part-time  
B.A., Davidson College; B.D., Union Theological Seminary in Virginia; Ph.D., University of North Carolina at Chapel Hill

David E. Wetmore, Associate Professor of Chemistry (1967)  
B.A., Park College; M.A., University of Kansas; Ph.D., Texas A & M University

John E. Williams, Associate Professor of Organ (1951)  
B.M., Oberlin Conservatory of Music; M.M., University of Michigan

#### ASSISTANT PROFESSORS

Arthur L. Applegate, Assistant Professor of Biology (1970)  
B.S., Wake Forest University; M.S., University of South Carolina; Ph.D., Emory University

Aaron Earl Blair, Assistant Professor of Biology (1970)  
On leave academic year 1974-75  
B.A., Kansas Wesleyan University; M.S., Ph.D., North Carolina State University

Cornelius Bushoven, III, Assistant Professor of Politics (1969)  
A.B., Davidson College; M.A., Ph.D., Duke University

John C. Clausz, Assistant Professor of Biology (1969)  
B.A., Ohio Wesleyan University; M.A., Ph.D., University of North Carolina at Chapel Hill

George L. Fouke, Assistant Professor of Politics (1969)  
B.A., Lafayette College; M.A., University of Pennsylvania; Ph.D., University of Colorado

Jeffrey T. Gross, Assistant Professor of English (1969)  
A.B., University of Chicago; M.A., University of Virginia

F. Whitney Jones, Assistant Professor of English (1971)  
B.A., Hamilton College; Ph.D., University of North Carolina at Chapel Hill

Dolores Jane Dantzler, Assistant Professor of Education (1974)  
B.A., Waynesburg College; M.S., Hunter College, New York;  
Ed.D., West Virginia University

William James Loftus, Assistant Professor of French (1974)  
B.A., University of Scranton; M.A., Ph.D., Pennsylvania State University

Luther Spencer Ludlow, Jr., Assistant Professor of Philosophy (1962)  
B.A., Mercer University; M.Div., Union Theological Seminary in New York; Duke University, 1960-62

W. D. Narramore, Jr., Assistant Professor of Speech and Theater (1966)  
On leave academic year 1974-75  
B.A., Austin College, M.F.A., University of Texas; Ph.D., Florida State.

Richard C. Prust, Assistant Professor of Philosophy (1967)  
B.A., University of Wisconsin; B.D., Yale University; Ph.D., Duke University

Lawrence E. Schulz, Assistant Professor of Politics (1971)  
B.A., Redlands College; M.A., Ph.D., Claremont Graduate School

Mark L. Smith, Assistant Professor of Art (1970)  
B.F.A., Miami University, Ohio; M.F.A., Bowling Green State University

James F. Stephens, Registrar and Assistant Professor of Chemistry (1969)  
B.S., West Virginia University; M.S., Marshall University; Ph.D., University of Tennessee

Clarence E. Styron, Jr., Assistant Professor of Biology (1969)  
B.S., Davidson College; M.S., Ph.D., Emory University

Robert M. Urie, Assistant Professor of Special Education (1961)  
B.A., Monmouth College; M. Div., Pittsburgh Theological Seminary; M.S., Ph.D., University of North Carolina at Chapel Hill

Robert Y. Valentine, Assistant Professor of Spanish (1973)  
B.A., M.A., Brigham Young University

Thomas M. Whiteley, Assistant Professor of Physical Education and Head Basketball Coach (1971)  
B.A., Guilford College; M.Ed., East Carolina University; Ed.D., University of North Carolina at Greensboro

Jo Ann Williams, Assistant Professor of Physical Education (1966)  
B.A., High Point College; M.Ed., University of North Carolina at Chapel Hill

**INSTRUCTORS**

John N. Carson, Instructor in Theatre (1974)  
B.A., Clemson University; M.F.A., University of Georgia

Rooney L. Coffman, Instructor in Science Laboratories and Director of Logistics (1968)  
B.A., St. Andrews Presbyterian College

David F. Evans, Instructor of Music (1973)  
B.M., Oberlin College; M.M., West Virginia University

Sue Evans, Instructor in Music (1974)  
Part-time  
B.M., Oberlin Conservatory of Music; M.A., West Virginia University

Martha S. Marks, Instructor in Anthropology (1973)  
Part-time  
B.A., Mary Baldwin College

Cynthia Ricks McDuffie, Instructor in Psychology (1974)  
B.A., University of North Carolina at Chapel Hill; University of North Carolina at Chapel Hill, 1971-74

William Sanford Quillen, Instructor in Health and Physical Education (1974)  
B.S., Springfield College, Massachusetts; M.Ed., University of Missouri

Robert C. Tauber, Instructor of Art (1974)  
B.F.A., Denison University; M.F.A., Ohio University



# Honors

## St. Andrews Distinguished Scholars Awards

Competitive awards to outstanding freshmen

### The Distinguished Scholars for 1973-74:

Susan Victoria Baker, Winston-Salem, North Carolina  
Paul Baldasare, Jr., Atlanta, Georgia  
Charles Richard Ballance, Red Springs, North Carolina  
Howard Kent Bowden, Fayetteville, North Carolina  
Jacob Eugene Houge, Cherryville, North Carolina  
Reggie Van Ledford, Fayetteville, North Carolina  
Mary Bryan Matney, Greenville, North Carolina  
Sharon Lynne McGee, Mebane, North Carolina  
John Hunter Patterson, Dublin, Georgia  
Lisa Anne Tillson, Jamestown, North Carolina

### The Presidential Scholars for 1973-74:

Sabra Jean Faires, Charlotte, North Carolina  
Karen Lee Hooker, Elizabeth City, North Carolina  
Samuel Dean Johnson, Jr., Charlotte, North Carolina  
Kristen Noel Kutack, Fairhope, Alabama  
Jonathan Dow Maloney, Davidson, North Carolina  
Susan Ena Moore, Decatur, Georgia  
Katherine Rochet Morton, Waxhaw, North Carolina  
Helen Emerson Read, Charleston, South Carolina  
Stuart Francis Swain, Tucker, Georgia  
Jennie Ragland Taylor, Abingdon, Virginia

**SOPHOMORE HONORS, SOPHOMORE SCHOLARS**—Each spring the College awards Sophomores Honors to students who have earned an average of 3.0 or better through the winter term of their sophomore year. From this group the College selects those with highest academic records as Sophomore Scholars, a distinction that also carries a \$500 scholarship award.

### Sophomore Scholars for 1973-74:

Katherine A. Blue, Vass, North Carolina  
Lynn K. Boatwright, Chattanooga, Tennessee  
William C. Ewart, Pavo, Georgia  
Kathryn E. Hall, Conover, North Carolina  
C. David Harris, Kinston, North Carolina  
Benjamin R. Irvin, Elizabeth City, North Carolina  
Edgar M. Kahn, Franklin, North Carolina  
William A. McNair, Atlanta, Georgia  
Margaret J. Williford, Siler City, North Carolina  
Evelyn N. Worth, Seoul, Korea



**ST. ANDREWS HONOR SOCIETY**—Honor Society membership is awarded to junior and senior students who have earned an overall average of 3.25 or better on 18 courses at St. Andrews. Members serve as marshals at convocations and special events, and members who are juniors serve as marshals at Commencement.

**Honor Society Members for 1973-74:**

Sidney W. Atkinson	John T. Graham, Jr.	Allen N. Papp
Nancy I. Baker	Marshall C. Gravely	David A. Ralph
Stephen T. Barber, Jr.	James E. Haddix	Teresa J. Riddle
James V. Bender, Jr.	Anthony B. Hall	Hudson C. Rogers
Roderick C. Brown	Susan F. Harris	Dennis W. Sharpe
James A. Buffington, Jr.	Martha J. Helms	Marguerite L. Simpson
John A. Bullard	Annette M. Lauber	Caroline W. Smith
John E. Bush	Louisa S. Lea	John M. Smith
Dairlyn J. Chelette	Linda L. Logan	Thomas W. Sperling, Jr.
Emily R. Cheney	Stephen M. McAlister	Helen E. Stalder
Sarah E. Copeland	Julie A. McCollum	Frank L. Street
Stevie O. Daniels	Susan A. McCue	Barbara J. Stone
Janice R. Davidson	Rex. A. McGuinn	Bruce A. Taylor, Jr.
Richard M. Eller	Joan E. McKechnie	Lottie E. Tisdale
Sue C. Everett	Richard A. Morgan	Rebecca C. Wampler
Michael T. Fletcher	Suzanne D. Moyers	Marsha L. Waters
Nancy J. Foil	Katrina L. Nesbit	Katherine L. White
Debra C. Goranson	Daphne O'Neal	Dixon C. Williams

**HONOR GRADUATES**—At Commencement St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To those with an average of 3.50 or better, degrees are awarded with honors. To those with an average of 3.75 or better, degrees are awarded with high honors. Transfer students will be evaluated for honors on an individual basis by the Faculty.

**Honor Graduates of the Class of 1973:**

**High Honors**

Nancy Irene Baker, Winston-Salem, North Carolina
James Virgil Bender, Jr., Pollocksville, North Carolina
Bette Lynn Boykin, Arlington, Virginia
James Andrew Buffington, Jr., Woodstock, Georgia
John Addkison Bullard, Lagrange, Georgia
Dairlyn Joe Chelette, Doraville, Georgia
John Taylor Graham, Jr., Sarasota, Florida
Susan Singleton Houston, Graham, North Carolina
Louisa Sutherland Lea, Laurinburg, North Carolina
Dianne Marie Liverman, Elizabeth City, North Carolina
Susan Armstrong McCue, Richlands, Virginia
Rex Alexander McGuinn, Anniston, Alabama
Daphne Miller O'Neal, Belhaven, North Carolina

Teresa Joan Riddle, Sanford, North Carolina  
Barbara Jean Stone, Stockton, California  
Vickie White Tomlinson, Laurinburg, North Carolina  
Rebecca Claire Wampler, Stuarts Draft, Virginia  
Lottie Ellen Tisdale, Mayesville, South Carolina

## Honors

Ross Eugene Alderman, Bowling Green, Florida  
Sidney Wright Atkinson, Richmond, Virginia  
Sarah Elizabeth Copeland, Raleigh, North Carolina  
Nancy Joanne Foil, Mt. Pleasant, North Carolina  
Janie McLawhorn Fouke, Ayden, North Carolina  
Marshall Guilbert Gravely, Myrtle Beach, South Carolina  
Anthony Bernard Hall, Elizabethtown, North Carolina  
Cecelia Marie Hermann, Fort Lee, Virginia  
Annette Maria Lauber, Seaford, Delaware  
Linda Lea Logan, Montrose, Colorado  
Elsie Mason, Macon, Georgia  
Joan Elizabeth McKechnie, Camp Hill, Pennsylvania  
Jane Allen Megee, Petersburg, Virginia  
Suzanne Denise Moyers, Atlanta, Georgia  
Allen Nemes Papp, Perth Amboy, New Jersey  
Marguerite Lynn Simpson, Fayetteville, North Carolina  
Caroline Wylie Smith, Wilmington, North Carolina  
John Mark Smith, Clayton, Georgia  
Kenneth Craig Stewart, Midland, North Carolina  
Frank Lawrence Street, Charlotte, North Carolina  
Susan Layne Surles, Fayetteville, North Carolina  
Marsha Lynn Waters, Towson, Maryland  
Katherine Louise White, Concord, North Carolina

# Endowed Scholarship and Loan Funds

*Through the generosity of friends of St. Andrews, together with funds established earlier at Flora Macdonald College and Presbyterian Junior College, either as living tributes or memorials, the College is building an endowment that is providing a measure of permanent support helping to insure the ongoing work of the College.*

## **General and Restricted Funds**

The following named endowment funds of at least \$10,000 have been established:

The H. T. Atkins Fund  
Senah Critz and Charles A. Kent Trust Fund  
The Kate Bitting Reynolds Fund  
The Scottish Fund  
The Women of the Church — Chair of Bible  
Board of Christian Education — Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

Mrs. Katherine S. Boyd  
Margaret J. Denny  
The Elise Academy Memorial  
Frank Fisler Memorial  
Mr. and Mrs. Hiram Grantham Memorial  
George M. Wilcox Memorial  
James Wilson and Emma Holt White

## **Scholarships**

The following named scholarship funds of at least \$10,000 have been established:

The Mattie B. McLean Baldwin Scholarship Fund  
The Belk Memorial Scholarship Fund  
The Anne Blue Tucker Honor Scholarship Fund  
The John Blue Scholarship Fund  
The Della Martin Campbell Scholarship Fund  
The William Ralston Campbell Scholarship Fund  
The Robert F. Davidson Scholarship Fund  
The Ruth and Mary Fitzgerald Student Aid Fund  
The E. L. Gaither scholarship  
The Emma Lillian Keigwin Scholarship Fund  
The McLaurin Brothers (J. W., Thomas H., Roy and Ed)  
Memorial Scholarship Fund  
The Almena Currie McLean Student Aid Fund  
The Mildred McLaurin McLean Memorial Scholarship Fund

The Ellen McNeill Scholarship Fund  
The Frank Mizell Scholarship fund  
The Charles W. Perry Scholarship Fund  
The Robert C. Quantz Memorial Scholarship Fund  
The Lucy Steele scholarship Fund  
The Charles H. Trexler Memorial Scholarship fund  
The Roy Edward Watts Scholarship Fund  
The J. Harvey White Memorial Scholarship Fund

Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:

Alumnae Classes of 1945, 1950, 1953, 1957, and 1961	Henry Lee and Delia O. Sneed
Dr. and Mrs. Robert Anderson Memorial	Thomas Stamps Memorial
William M. Baker	Mr. and Mrs. J. D. Stewart
Mrs. James F. Blue Memorial	Leroy Stadler
James Boyd Memorial	Jane Flow Henderson Memorial
Harry L. Brockmann	Joseph Eli Henderson Memorial
Rowland A. Brown Scholarship	John L. and Janie J. Henry Memorial
Andrew Bryson Fund	Martha A. Holt
Burlington, Women of First Presbyterian Church	Andrew J. Howell Memorial
Nancy Boyle Caballero	Franklin L. Hyndman Memorial
C. Fred Carlson	Huntersville Presbyterian Church
Carolina Telephone and Telegraph Company	Minnie Melvin Johnson Memorial
R. Don Carson Memorial	Payl Guthrie Jones
Currie and Patterson Memorial	Junior Service League of Laurinburg
William Drake	Sarah and Louis C. LaMotte
Warren M. Ficklen Memorial	Katherine Mary Patterson, and Mattie Livingston Memorials
N. N. Fleming	Dr. David McBryde
Alma Green Frye Memorial	Hattie McBride Memorial
Samuel Hewitt Fulton	Daniel Archibald McCormick
E. E. Gillespie	Bessie McNeill McEachern Memorial
Elizabeth Monroe Taylor Gilmour Memorial	John W. McLaughlin
Margaret Fraser Gluck	Antress McLean
Mr. and Mrs. Ernest Graham, Sr.	Andrew Calhoun McLeod
Kate Fields Grannis Memorial	A. H. McLeod, Sr.
John Wesley Hall	Flora McLean McLeod Memorial
Sally McCall and Robert Pickett Hamer	Mr. and Mrs. George F. McMillan
Margaret McKinnon Hawley Memorial	J. L. McMillan
Mildred Johnston Hay	James L. McNair
Rockingham First Presbyterian Church	Laurin McQueen
Osteen-Woodson Scholarship	William and Ida Carmichael McQueen
Evelyn Butler Phillips	Ansley C. Moore
Fannie Bullock Pullen	Angus McKinnon Morgan Memorial
Jessie Schoellkoff	Mark Morgan
The Sinnott Scholarship	Edward M. O'Herron, III
	Olney Presbyterian Church
	Charles G. Vardell

Katherine Allen and  
Jane Dickson Bell Vardell  
Linda Vardell  
Leo and Ella Wallace

Mary Gale Carter White  
Jessie Chandler Willard  
Marion Stokes Williamson  
Elizabeth Yongue

### **Loan Funds**

The following named loan funds of at least \$10,000 have been established:

The Jennie E. Alexander Loan Fund  
The James Madison Graham Memorial Loan Fund

Other funds of at least \$1,000 have been given for loan purposes in the names of the following:

Andrew Bryson	Dr. O. L. Parker
Dr. Darius Flinchum	T. M. Stanback
J. F. McNair	The Smyth Family
J. L. McNair	Julia Stewart
The Masonic Order	Mrs. J. D. Swinson
Mrs. Emma G. Thorpe	

### **Form of Bequests**

Since each state has special statutory regulations regarding wills, it is most important that all testamentary papers be signed, witnessed, and executed according to the laws of the state in which the testator resides. In all cases, however, the legal name of the corporation must be accurately given as in the following form:

---

*“ I give, devise, and bequeath to ST. ANDREWS  
PRESBYTERIAN COLLEGE, INC., a North  
Carolina corporation, located at Laurinburg,  
North Carolina, the sum of \$\_\_\_\_\_ (or property  
herein described) to be used by its Board of Trus-  
tees as they may deem advisable for the benefit of  
the College.”*

---



# Application for admission to St. Andrews Presbyterian College

(Print or Type)

Legal Name

Area Code and Telephone Number

Social Security Number

Father's Name

No.

Mother's Name

Year:

Home Mail Address

City, State, and Zip Code

App. Dep.

Date of Birth

Month and Year of H.S. Graduation

A.C.

College Attended since H.S. Graduation

Action

I hereby make application for admission to St. Andrews Presbyterian College, Laurinburg, N.C. 28352 for the school term beginning September, 19 \_\_\_\_\_ under the terms set forth in the current catalog of the College. I am enclosing an application fee of \$15.00.

Signature of student \_\_\_\_\_

Date \_\_\_\_\_

# Application for admission to St. Andrews Presbyterian College

(Print or Type)

Legal Name

Area Code and Telephone Number

Social Security Number

Father's Name

No.

Mother's Name

Year:

Home Mail Address

City, State, and Zip Code

App. Dep.

Date of Birth

Month and Year of H.S. Graduation

A.C.

College Attended since H.S. Graduation

Action

I hereby make application for admission to St. Andrews Presbyterian College, Laurinburg, N.C. 28352 for the school term beginning September, 19 \_\_\_\_\_ under the terms set forth in the current catalog of the College. I am enclosing an application fee of \$15.00.

Signature of student \_\_\_\_\_

Date \_\_\_\_\_



# Directory of Correspondence

General Information

President of the College

Admission, Scholarships, Financial Aid, Summer School

Director of Admissions

Financial or Business Matters, Methods of Payment

Business Manager

Student Activities, Residence Hall Rooms

Dean of Students

Courses of Instruction, Other Academic Matters

Vice President for Academic Affairs

Transcripts, Records of Students

Registrar

Employment of Seniors, and Alumni

Director of Placement

Gifts, Bequests, and Alumni Affairs

Vice President for Development

Visitors to the campus are welcome. The offices of the College are open from 9 a.m. to 5 p.m. Monday through Friday. Appointments in the Office of Admissions are scheduled from 9 a.m. to 4 p.m. weekdays and on Saturday mornings.

